DOCUMENT RESUME

ED 180 494 IR 007 995

AUTHOR	Cates, Carolyn, Ed.; And Others
TITLE	The State of the States: Report of Discussions at the 1978 Dissemination Forum.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	Aug 79
GRANT	OB-NIE-G-78-0203
NOTE	90p.
AVAILABLE FROM	Educational Dissemination Systems Support Program, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($3.50, prepaid)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Change Agents: *Change Strategies; Conference Reports; Developmental Programs; *Educational Innovation; *Information Dissemination; State Government; *State Programs
IDENTIFIERS	Educational Information

ABSTRACT

This report profiles dissemination activities in 38 states and territories as the activities were described by participants in state or territory discussion groups at the 1978 Dissemination Forum. The profiles represent highlights of the discussions in response to questions concerning forces for change, dissemination programs and resources, dissemination actors, coordination and exchange, client impact, and the future. The profiles focus on the major factors and on examples of significant, interesting, or unusual aspects of educational dissemination in each state or territory. Although the profiles do not provide comprehensive or official descriptions, they do display a variety of perspectives on the general topics considered and on the nature and significance of dissemination activities in the states and territories described. (Author)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180494

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE STATE OF THE STATES:

Report of Discussions at the 1978 Dissemination Forum

Edited by

Carolyn Cates
Mark Malkas
Brian Sulkis
Paul Hood

Additional copies of this report are available at $3.50 per copy. Send order, accompanied by check or money order payable to Far West Laboratory, to:

Educational Dissemination Systems Support Program
Far West Laboratory for Educational Research
and Development
1855 Folsom Street
San Francisco CA 94103

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Harms

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

This project has been supported with federal funds from the National Institute of Education, Department of Health, Education, and Welfare, under Grant # OB-NIE-G-78-0203. The contents of this publication do not necessarily reflect the views or policies of the Department of Health, Education, and Welfare and the National Institute of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government or the Far West Laboratory.

IR007995

ABSTRACT

This report profiles dissemination activities in 38 states and territories as the activities were described by participants in state or territory discussion groups at the 1978 Dissemination Forum. The profiles represent highlights of the discussions in response to questions concerning: forces for change; dissemination programs and resources; dissemination actors; coordination and exchange; client impact; and the future. The profiles focus on the major factors and on examples of significant, interesting, or unusual aspects of educational dissemination in each state or territory. Although the profiles do not provide comprehensive or official descriptions, they do display a variety of perspectives on the general topics considered and on the nature and significance of dissemination activities in the states and territories described.

TABLE OF CONTENTS

ALPHABETICAL LISTING OF STATES/TERRITORIES.....v

ACKNOWLEDGMENTS.....vi

PREFACE.....vii

INTRODUCTION.....1

REFERENCES.....10

STATE OF THE STATE PROFILES

USOE REGION I
- Connecticut.....11
- Maine.....13
- Massachusetts.....15
- Rhode Island.....17
- Vermont.....19

USOE REGION II
- New York.....21

USOE REGION III
- District of Columbia.....23
- Maryland.....25
- Pennsylvania.....27
- Virginia.....29
- West Virginia.....31

USOE REGION IV
- Florida.....33
- Georgia.....35
- Kentucky.....37
- Tennessee.....39

USOE REGION V
- Illinois.....41
- Indiana.....43
- Michigan.....45
- Minnesota.....47
- Ohio.....49
- Wisconsin.....51

USOE REGION VI
Oklahoma....53
Texas....55

USOE REGION VII
Iowa....57
Kansas....59
Missouri....61
Nebraska....63

USOE REGION VIII
Colorado....65
North Dakota....67
Utah....69
Wyoming....71

USOE REGION IX
Arizona....73
California....75
Hawaii....77
Mariana Islands....79

USOE REGION X
Idaho....81
Oregon....83
Washington....85

ALPHABETICAL LISTING OF STATES/TERRITORIES

Arizona.....73

California.....75
Colorado.....[illegible]
Connecticut.....11

District of Columbia...23

Florida.....33

Georgia.....35

Hawaii.....77

Idaho.....81
Illinois.....41
Indiana.....43
Iowa.....57

Kansas.....59
Kentucky.....37

Maine.....13
Mariana Islands.....79
Maryland.....25
Massachusetts.....15
Michigan.....45
Minnesota.....47
Missouri.....61

Nebraska.....63
New York.....21
North Dakota.....67

Ohio.....49
Oklahoma.....53
Oregon.....83

Pennsylvania.....27

Rhode Island.....17

Tennessee.....39
Texas.....55

Utah.....69

Vermont.....19
Virginia.....29

Washington.....85
West Virginia.....31
Wisconsin.....51
Wyoming.....71

ACKNOWLEDGMENTS

Larry Hutchins, now Deputy Director, Mid-Continent Regional Educational Laboratory, should receive credit for suggesting the idea that led to this Forum project and to the creation of this publication. We especially want to recognize the assistance of Virginia Thompson, Northwest Regional Educational Laboratory; Linda Sikorski, Mid-Continent Regional Educational Laboratory; and Betty Pool and Diane McIntyre, Far West Laboratory for Educational Research and Development, in developing discussion topics/questions and in identifying and recruiting discussion leaders. We thank the Forum Steering Committee members: Ann Bezdek, Office of Evaluation and Dissemination, USOE; David Crandall, Executive Director, the Network; Jerry Fletcher, Office of the Deputy Assistant Secretary for Education/Policy Development; and Charles Haughey, Policy Advisor, New Jersey State Department of Education, who reviewed the State of Your State session plans and made many helpful suggestions for the conduct of this activity.

We thank Ed Ellis, Assistant Director, NIE Regional Program, and Rolf Lehming and Ward Mason of the NIE Research and Educational Practice Program for their advice and support.

We especially recognize our editors, Mark Malkas and Brian Sulkis, for their great skill, patience, and perseverance in converting recorders' notes into readable prose, and our secretaries, Ursula Hoffman and Marla Martin, for their assistance in typing, reproducing and handling the voluminous correspondence with Forum participant reviewers. Finally, the 1978 National Dissemination Forum participants and our State of Your State discussion leaders and recorders deserve special recognition for their efforts at the Forum and the subsequent time they spent reviewing their discussion summaries.

PREFACE

More than a thousand professionals who work in some aspect of educational dissemination attended the second National Dissemination Forum in Arlington, Virginia, August 14-16, 1978. Planned by a nationally representative Steering Committee with representatives from twenty-nine cosponsoring programs funded by USOE, NIE, and the Office of the Assistant Secretary for Education, the Forum offered an unusual opportunity for these participants to meet and share information about what was happening in the field of educational dissemination throughout the United States. Because there is an acute lack of overall descriptive data on the nature and extent of dissemination activities throughout the country, the National Dissemination Forum Steering Committee planned a "State of Your State" session that was designed to accomplish three objectives:

- First, to stimulate discussion on selected topics that might be important to understanding the particular character and significance of dissemination activities in each state,
- Second, to provide opportunity for those representing different dissemination efforts in each state to exchange information and opinions about the more important or interesting dissemination activities in their state, and
- Third, to develop a publishable profile of highlights on "the state of your state" that could be shared with others who are interested in educational dissemination.

This report is that publishable profile. Because the discussion questions were framed to accomplish these three purposes, the questions did not try to deal with "data" or "facts" that could be easily obtained from other sources. Rather, they called for judgments, opinions, or interpretations about activities in terms of their relevance, importance, or interest. A candidate list of discussion topics was created by drawing on many sources. This list was refined, reviewed, revised, pilot tested with a group in California, revised, and reviewed again by several members of the Steering Committee. During the month preceding the Forum, discussion leaders were recruited for virtually every state that was expected to have representatives at the Forum. Packets of materials, including discussion leaders' guides, recorders' guides, a mock-up of a mythical state profile, and specific background information on the state were prepared for each state. The discussion leaders and session recorders met at the Forum prior to the scheduled session. Representatives from each state met together at the "State of Your State" session. Some states had groups of two or three dozen people, other state groups were much smaller, and in a few instances, a lone representative attempted to describe the territory or state as s/he knew it. Following the session, the recorders' notes were edited, reproduced, and mailed to those who had participated in the discussion of the state or territory and who wished to review the draft description and

provide comments, corrections, or suggestions. Final draft reports were then prepared and circulated again for comment. During this review process, it was emphasized that the state/territory summaries contain highlights of the Forum discussion session. These summaries are not official or comprehensive descriptions. Participants, particularly those from heavily populated states with many dissemination projects represented, were sometimes frustrated by the requirement to focus on only the major factors or a few of the most significant, interesting, or unusual aspects of educational dissemination in their state when there was so much that they wanted to tell. These instructions, plus lack of time at the Forum discussion session, and the fact that some states only had a few representatives at the Forum, perhaps all from only one or two projects, prevent comprehensive coverage. But what we do have is a subjective and often very candid view of dissemination. Despite use of a common discussion guide and editing to a common format, the descriptions display an extraordinary variety of personal perspectives on the general topics considered, and, in some cases, a perhaps surprising sense of realism about dissemination activities and their impacts on clients. These are highly personal and totally unofficial views of Forum participants. We thank the State of Your State discussion leaders, recorders, and the discussion participants for their help in producing and reviewing these discussion summaries and in making them available to others.

Carolyn S. Cates

Paul D. Hood

Educational Dissemination Systems Support Program
Far West Laboratory for Educational Research and Development

San Francisco
August 1979

INTRODUCTION

On the following two pages is a brief profile of significant educational dissemination highlights for a mythical State of Euphoria. This profile was presented to participants at the 1978 National Dissemination Forum with the challenge to create similar descriptions for each state or territory represented at the Forum. The 38 descriptions of what is interesting or significant in the states and territories of the United States, contained in the following pages of this report, are the evidence of how Dissemination Forum participants responded to this challenge. We asked discussants to identify the best or most important efforts. Except for the first section dealing with demographic, economic, and school statistics, which was written later by our editors, the profiles represent the discussants' personal judgments, opinions, or interpretations about activities in terms of their relevance, importance, or possible interest to others. Each profile reflects highlights of a two hour-long discussion. Although edited and reviewed for accuracy, the profiles reflect the substance of group discussion and responses to general questions concerning:

- Forces for Change
- Dissemination Programs and Resources
- Dissemination Actors
- Coordination and Exchange
- Client Impact
- The Future.

Because of the informal way these profiles were produced, it must be emphasized that they are neither offical nor comprehensive descriptions. They are offered by the Dissemination Forum participants as a means of exchanging information more broadly about personal views of dissemination activities in their state or territory as they saw them in August 1978.

EUPHORIA

Demographic, Economic, and School Statistics. Euphoria is a mythical state located in the Appalachian region. The population is 4,145,000, 18th largest in the U.S., with a school enrollment of 888,355, 17th largest in the U.S. The state's economy is based heavily on mining and agriculture with some light industry and a growing tourist industry. Euphoria is not a rich state; its per capita income is only $5,657, making it 36th in the U.S., and its per capita expenditures by state and local governments for all public education were only $389 (40th in the nation). However, Euphoria's relative effort to support education is remarkably strong, as evidenced by its ranking 32nd in average teachers salaries ($12,445 in 1976-77) and by its ranking 30th in percent of personal income expended for education (7.1%). Income from tourist and light manufacturing industries is growing as a result of state efforts to promote tourism and to attract businesses to move in to take advantage of a central location and low labor costs.

For a state of its size, Euphoria has a relatively small number of school districts (122); however, the school population is not evenly spread. School and school districts vary widely in size with a few consolidated districts of fewer than 150 students and others with 12-15,000. Not unexpectedly, many of the smaller school districts are situated far from urban centers.

Forces for Change. As is true in many parts of the Appalachian region, events are shaping up that may ultimately change the state. Education, in particular, is facing some major changes, not all of them easy or positive. For example, although the ratio of instructional staff to students is a favorable one, this is beginning to change. Teacher salaries are relatively low in Euphoria and, because of this, teacher unions are becoming quite strong. Right now, unions of public service employees, including teachers, are becoming quite militant. Their militancy is causing some anger in the community, which may lead to some problems in the long run. More important for the short run, union demands are straining school budgets. Forecasting wage victories for teachers, administrators have already begun an informal hiring freeze. This is only now beginning to occur, but if it continues, teachers will be better paid but fewer in number. Further, there are problems for higher education, with colleges and universities not being able to recruit students or to place graduates so readily. Declining enrollments at all levels pose problems for school administrators who must justify educational budgets.

Another force for change--probably a positive change--is the emerging industrialization of Euphoria. Business and industry are moving in rapidly and, as they do, are looking for skilled and white-collar personnel. But salaries in Euphoria have always been relatively low, and the brightest graduates tend to plan to leave. To counter this drift, some legislators are pushing a program to provide grants for projects where schools and industry cooperate in providing worthwhile vocational and work/study programs to point students toward employment in local industries.

Another development is the recent passage of state textbook adoption legislation. Euphoria is now in "adoption territory." The same legislation specifies that teachers must be involved in local school program decisions. As a result, the Board of Education has made participative school management one of its priorities in 1979. Though its other priorities are similar to those in other states (e.g., improve basic skills, affective education, physical education), this one is ambitious but potentially disruptive for traditional administration of local schools.

A final development which should be noted is the recent election of a new state Superintendent of Schools whose orientation differs quite radically from that of her predecessors. Elected with strong business and industrial support, she is pushing for strong and coordinated Department of Education (DOE) leadership in supporting basic skills and vocational-technical education. DOE staff, however, are ruggedly independent and particularly reluctant to relinquish what they see as their own leadership roles vis-a-vis schools.

Dissemination Programs and Resources. Euphoria is moving, along with other states, to a greater concern with dissemination per se. The term itself is now fairly generally understood by DOE staff, local school administrators, and faculty at Euphoria's colleges of education.

The bulk of dissemination activity goes on in the DOE. The DOE has library and retrieval services, in the form of ERIC, a curriculum materials library, and a general education library. The DOE subscribes to a national computer search service, with a terminal located in the DOE library. Also, to provide a means of getting teachers involved in state textbook adoption decisions, a mobile van program has been initiated. A van displaying books and materials being considered for adoption will travel from district to district.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

The NDN State Facilitator is located in the DOE. This person is also the Title IV Coordinator and has combined those activities so that schools can now use Title IV monies to adopt NDN programs.

The DOE does not yet have a comprehensive plan for dissemination. However, the SF/Title IV Coordinator has applied for a State Capacity Building Planning grant and seems likely to get it.

The DOE also is a member of the National Multi-Media Center for Adult Education and is "plugged" into the National Network for Curriculum Coordination in Vocational Education.

Outside the DOE, only a few dissemination efforts are ongoing. There are educational information centers in three of the regional service units, which serve all schools and have access to several major education databases. Two of Euphoria's three universities also house an ERIC retrieval service. The schools, colleges, and departments of education send preservice and new teachers into local school systems but other than one Teacher Corps project and two school study councils, they have only informal contacts with regard to school improvement. A handicapped education materials center, which has six regional resource centers, is located in Madison City, near the DOE.

The DOE has a formal IVD process, patterned on USOE guidelines, which it uses to validate and disseminate projects developed with state support. DOE staff are satisfied with the process, but believe that they need to be more active in encouraging schools to submit practices and also to make other schools aware of validated practices.

Dissemination Actors. All professional staff in the DOE consider themselves to be "linkers." Each is expected to be ready to assist LEAs with school improvement functions. The staff whose jobs almost totally involve linkage include: those assigned to assist schools with needs assessment, those assigned to assist schools with planning and evaluation, the research and evaluation specialists, and those assigned to assist schools with implementing the state's curriculum guides. All these persons serve as "resource finders"; some also serve as "process helpers"; only rarely do any serve as "solution-givers," but that is mostly a function of their neutrality in regard to advocating specific programs or products.

Coordination and Exchange. Coordination with universities is a major concern of the Department of Education. The DOE is concerned that university resources are underused and that there may be unnecessary duplication. Within the DOE, coordination of dissemination is not a general concern; except for the SF/Title IV Coordinator who is concerned that all dissemination coordination falls to him--and no one else worries about it. There is some exchange and sharing among DOE dissemination personnel and programs, but there have been no joint efforts to date.

Client Impact. The formally defined DOE "dissemination" activities--i.e., information retrieval and dissemination activities--keep records on usage by schools. And these services are used by all schools and districts. The ERIC search activity serves about 600 users per month; the DOE library services are used daily by teachers and administrators. The NDN Facilitator contacts all districts each year to work with them to allocate their Title IV monies. Still, it is unclear to what extent teachers and administrators know about and understand the services available. It is estimated that about half the teachers and the administrators are aware of the DOE information and NDN activities but that fewer than ten percent are regular users of these services.

This is also true of the other services in the state. Teachers and administrators have to browse and dig, until they happen upon one of the services, and there is not likely to be inter-service referral.

The Future. Euphoria's DOE has two major interests with regard to dissemination planning. First, there is great DOE interest in collaborating with higher education institutions to apply their resources to local needs and problems, particularly in DOE priority areas. The DOE would like to establish a formal program through which university persons and DOE staff would spend time at each other's institutions and learn what's going on here.

A second interest is in more effective outreach to distant school districts. The mobile van is a possible mechanism, but is not an adequate answer. In addition, the DOE would like to set up some kind of regional arrangement. Planning for such a regional arrangement has received specific endorsement by the Superintendent and the State Board of Education. and is part of the DOE's State Capacity Building Planning proposal.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

The Euphoria profile provides the model for the descriptions that follow. We offer the following commentary regarding the organization and interpretation of the contents of each section.

Demographic, Economic, and School Statistics. This is the only section written by our editors and not representing the content of the Dissemination Forum "State of Your State" discussions. The intent of this section is to provide some very general information about each state derived from various reference sources that might provide a general context for understanding educational dissemination in each state. The population, physical size, economy, size and character of the states' school population, and the number of school districts are common entries. Studies of statistical indicators of state educational knowledge production (e.g., research reports, journal articles, validated exemplary practices) and state dissemination capability (e.g., dissemination plans and projects, linking agents) have shown that size of the states' population, its wealth and educational expenditures, its school enrollment, and the number of educational agencies do account for substantial differences among states, regions, and localities in terms of many educational knowledge production and dissemination measures (Hood and Blackwell, 1979; Paisley, Cirksena, and Butler, 1978). Generally, states with larger populations and higher educational expenditures produce more documents, develop more exemplary practices, and create and maintain more means of disseminating educational knowledge in all its countable forms. When these factors are taken into account, there is substantially less variation among states on many dissemination indicators. Physical size of the state, its population density, and the number and distribution of school

districts may obviously have effects on social stimulation, communication, or the time and costs required to obtain or deliver personal services.

Forces for Change. Forum Participants were asked to consider two aspects of forces at work in their state or territory that might affect dissemination or educational improvement efforts: 1) specific legislative mandates, state board priorities, or state agency programs, and 2) broader historical, social, economic, or educational forces. Nearly every state has seen some kind of significant legislative action that provides or creates requirements for education improvement (e.g., accountability, statewide competency testing, special education, professional certification). Boards of education have set priorities or developed policies that may foster program or process changes (e.g., in basic skills, career education, community participation). And state education agencies (SEAs) have established programs (e.g., early childhood education, school improvement, teacher centers, vocational education, compensatory education). Since in most states there are a number of instances of all three types of political/policy initiatives (legislative, board, SEA), Forum participants were asked to identify and briefly describe only the most significant of these political/policy forces. Nearly all state profiles deal with this challenge. The second aspect of this topic, identification of broader historical, social, economic, or educational forces that are especially significant, proved to be a harder topic that drew uneven responses from the various states. Our discussion leaders' guide noted that some states have a long history of educational leadership on the part of one or more agencies; others can point to the influence of particular religious, ethnic, or cultural groups; many states are in economic transition (e.g., change in industrial mix; influx of retirees and tourists); some states have

especially strong and influential interest groups. Most states are concerned about taxes and the cost of education. Many states are confronted with declining school enrollments. Many of these changes can affect education adversely, but they also present opportunities to dissemination personnel. Given the breadth of this topic, we asked the state discussion groups to not try to deal with this topic exhaustively, but to try to identify one or a few forces that appear to be most significant influences (positive or negative) on dissemination and school improvement efforts in their state or territory.

Dissemination Programs and Resources. This particular topic is the one which most groups found easiest to discuss, but some groups had difficulty in resisting the temptation to "list everything." We asked the discussion group to try rather to identify the most important or interesting dissemination efforts or services provided by the SEA and by other agencies besides the SEA in the state. Because there are many federally-sponsored education programs that are operating in virtually all states, we asked the discussion participants to pick out one, two, or at most three programs that are especially interesting or truely unusual in what they are doing in dissemination, and to try to focus on what these exceptional programs have to offer others in the way of models, methods, or ideas. Discussants were also asked to consider their knowledge bases, information retrieval services, and educational practices identification, validation, and dissemination (IVD) processes from the same point of view.

Dissemination Actors. While the previous topic focuses on agency programs and resources, this topic focuses on "linking agents" and others who put people in touch with resources (e.g., data, documents, products, ideas, persons). We asked the discussants to try to estimate how many

people in their state were identified and charged with linking functions, and to indicate where these persons were located.

Coordination and Exchange. The Dissemination Forum itself represents a national-level effort to achieve coordination among federally-sponsored dissemination programs and exchange of information among the field-based performers. Were there similar activities in the states? We were not asking about meetings held to disseminate information to practitioners. Rather, we were interested in how departments, programs, or agencies worked together to improve the process of dissemination.

Client Impact. This topic deals with the discussants' perceptions of the extent of the impact of various dissemination activities. It's a difficult area because there are many possible clients and they may be affected differently by different types of dissemination activities that may be at markedly different stages of development and that may employ very different strategies for providing services to clients. We asked the discussants to focus on only two major groups, teachers and administrators (including school principals, school district administration and central office professional staff) in local schools. We asked the discussion groups to estimate the extent to which teachers or administrators were aware of, knowledgeable about, or regularly using the services of any of the major types of dissemination services provided in the state or territory. The responses are surprisingly candid. If some of the estimates seem a little low, the reader should consider the probability that very many teachers or administrators would be regularly using any specific educational dissemination service. In some cases, dissemination projects had been funded for only short periods of time, and they were quite proud of the fact that "some" (e.g., 10 to 39%)

of the teachers or administrators in their state were aware of the service.*

The Future. The previous topics deal with past and current contexts and activities. This topic challenged the discussants to consider their areas of greatest strength, the areas where they felt they needed improvement, and what they expected to accomplish in the next five years. This final section called for some critical judgments about the current and potential status of educational dissemination in their state or territory. They were challenged to identify activities that truely deserved attention because of their impact on educators, innovative form, great promise for future accomplishments, etc.

Disclaimer. The following disclaimer appears at the bottom of each profile page:

> This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Full permission is granted to reproduce any or all of the following state profiles, but we request that this disclaimer appear on the reproduction.

Representation. Only 38 states and territories are described in this report. Other states and territories either were not represented at the Forum, or their representatives chose not to participate in this activity.

---

* Extent of impact in terms of awareness, knowledge about how to use, or regularly using was estimated in terms of five levels: Very Few (0-9%), Some (10-39%), About Half (40-60%), Most (61-90%), Nearly All (91-100%).

The co-sponsoring groups for the 1978 National Dissemination Forum included:

THE OFFICE OF THE ASSISTANT SECRETARY FOR EDUCATION

- The National Center for Education Statistics

THE OFFICE OF EDUCATION

- The Bureau of Elementary and Secondary Education
  - The National Diffusion Network
  - ESEA Title I/Migrant
  - The Follow-Through Program
  - State and Local Education Programs
- The Office of Planning, Budgeting, and Evaluation
- The Office of Bilingual Education
- The Office of Career Education
- The Women's Educational Equity Act Program
- The Teacher Center Program
- The Teacher Corps
- The Right-to-Read Program
- The Bureau of Occupational and Adult Education
  - The National Center for Research in Vocational Education
  - State Research Coordinating Units
  - The National Network for Curriculum Coordination in Vocational and Technical Education
  - The Vocational Education Personnel Development Program
  - The Vocational Education Demonstration Program
  - The Adult Education Dissemination Program
- The Bureau of Education for the Handicapped
- Office of Educational Programs, Regions I-X
- The Bureau of Higher and Continuing Education
  - Community Services and Continuing Education
- The Energy and Education Action Center

NATIONAL INSTITUTE OF EDUCATION

- The Dissemination Group
  - The R&D Exchange
  - The State Capacity Building Program
  - The National Dissemination Leadership Project
  - The R&D Utilization Project
  - The Educational Resources Information Center (ERIC)
- The School Capacity for Problem Solving Program

Not all of these sponsoring groups were represented by project personnel in the states and territories, but many of them were. Several hundred individuals participated in the 38 discussions that are represented in the following state profiles.

REFERENCES

Hood, P.D. and Blackwell, L.R. Indicators of Educational Knowledge Production, Dissemination, and Utilization: Exploratory Data Analyses. San Francisco, CA: Far West Laboratory for Educational Research and Development, February 1979.

Paisley, W., Cirksena, M.K., and Butler, M. Conceptualization of Information Equity Issues in Education. San Francisco, CA: Far West Laboratory for Educational Research and Development, February 1979.

OTHER DISSEMINATION FORUM RELATED PUBLICATIONS

Databases and Clearinghouses: Information Resources for Education. The Research and Development Exchange, The National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1978.

Dissemination Networks: Information Resources for Education. ED Materials/Support Center, Far West Laboratory for Educational Research and Development, San Francisco, CA, 1978.

Human Resources Directory: Information Resources for Education. The Research and Development Exchange, The National Center for Research in Vocational Education, Ohio State University, Columbus, OH, 1979.

Private Organizations and Associations: Information Resources for Education. Consortium of Associations for Educational Dissemination, Arlington, VA, 1978.

CONNECTICUT

Demographic, Economic, and School Statistics. Connecticut is a small, densely populated state, ranking 48th in land area and 5th in population per square mile. It stands 24th in size of population and 25th in size of public school enrollment.

Connecticut's factories produce precision instruments of all kinds; its capital, Hartford, is the center of the nation's insurance industry; and its farmland is devoted mainly to dairying, fruit and poultry raising, and tobacco growing.

Connecticut is a relatively wealthy state, ranking 4th in per capita personal income, but its per capita total government expenditure for education is 37th, and its government expenditure for education as a percent of personal income ranks a surprising last among all the states. The estimated average teacher salary in the state's public schools falls 13th among the states.

Forces for Change. Connecticut is sometimes called the "deep south" of New England--the last bastion of traditional local autonomy. The state has 169 towns and 165 school districts. Each district establishes its own educational programs, having to be concerned with few mandated, statewide programs. Mandates have increased in number recently, however, and the impact of this upon local districts is hard to predict. The State Department of Education (SDE), by tradition, has served mostly in an advisory capacity.

Traditionally, the state has been committed to innovation and educational improvements, and education has been valued highly among the suburban and the urban industrialized communities alike. Demands for a return to basic skills and for the elimination of educational frills are common.

The courts have mandated that financing for public education be equalized. At present, 67% of the support for public education comes from local property taxes; the resultant disparity between richer and poorer districts is as great as $1,800 per child. This heavy reliance upon the property tax has also caused local demands for accountability. Connecticut's General Assembly has required that preferential funding should go to the lowest from top Guaranteed Tax Base (GTB) communities. School districts will receive per-pupil state funding at a rate based on the ability of each community to raise revenues for schools via local property tax, taking into account the number of students and the number whose families are on the welfare roles.

The legislature in its 1978 session mandated educational performance testing. Implementation is to begin in September, 1980 at grades 3, 5, 8, and 11. It is anticipated that remedial assistance will become necessary for many districts after results of the first testing phase are in.

The Commissioner of Education feels that an SDE cannot credibly maintain both a regulatory and a service posture. Services to local education agencies (LEAs) will be provided primarily through one or all of the state's six Educational Service Centers. One of these has been charged with the responsibility of providing statewide information services and handling nearly all related dissemination efforts.

State Board priorities include the equalization of educational finance, career and vocational education, the development of a management information system, and performance-based graduation requirements (linked to the performance testing now mandated).

Performance-based teacher evaluation has been implemented and combined with a new teacher certification program for non-tenured teachers. This plus the concern for recurring renewal of professional staff has served to focus increasing attention on staff development.

Dissemination Programs and Resources. The SDE is the major orchestrator of dissemination activities. The only dissemination program that is actually a part of the SDE is the Special Education Resource Center. This center is responsible for implementing inservice training and for providing resources and a professional library for teachers and administrators concerned with the needs of the state's exceptional children.

There is a Regional Educational Service Center (RESC) concept operating within the state. Six service centers, formed through the combined, voluntary efforts of the surrounding school districts, provide various direct services to youngsters as well as professional development resources for school district and SDE personnel. The remaining service center, Area Cooperative Educational Services (ACES), serves as the umbrella organization for: 1) the state's information retrieval and search service; 2) the Connecticut Facilitator Project (USOE-funded); 3) the Connecticut Facilitator Project (ESEA Title IV-funded); and 4) the NIE Reading Consortium Program. ACES also provides a number of special resource centers for use by its districts. These include: 1) a Career Education Center; 2) an Environmental

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Education Center; 3) the Migrant Children's Program; 4) the Gifted and Talented Program; 5) Alternative Vocational Services; 6) the Educational Center for the Arts; 7) Child Find (identifying and serving handicapped children); 8) a film library; 9) an alternative high school; and 10) an elementary school for handicapped and autistic youngsters. Nearly all dissemination efforts and services are provided by ACES and its Educational Resources Center (ERC). The ERC serves all public and private school districts, the SDE, higher education, and local and state governmental units, as well as a number of public agencies and nonprofit organizations. Features of this service include responsive information services, linking agentry, problem-solving assistance, program implementation, financial and technical assistance, leagues of adopters of Developer/Demonstrator programs from the National Dissemination Network (NDN) resource pool, and per-school building training (to develop local capacity to utilize R&D outcomes and to expand information-seeking behaviors among professionals).

On a smaller scale, the Department of State Vocational and Technical Schools and the Connecticut Facilitator Project have cooperated in using the NDN's Vocational Reading Power project. The turnkey trainer efforts of Early Prevention of School Failure adopters and Vocational Reading Power adopters has been helpful in dissemination efforts. A state Title IV-C dissemination effort has made use of the NDN model through Connecticut Facilitator Project staff. The Facilitator Project and directors of Titles I and IV-C have cooperated with the Intensive Reading Instructional Team (IRIT) project from Hartford in the training of teachers and implementation of IRIT in Connecticut. Colleges in the community have collaborated with inservice efforts as well as with the vast information and technical assistance services.

The ERC will conduct literature searches through the use of over 100 computerized databases and its own special educational library, which contains the complete ERIC microfiche file plus an extensive collection of "fugitive" materials. The ERC also houses an expanding index of the state's promising and effective programs.

The Title IV-C Advisory Council has continued the former Title III IVD process, and funds the ERC to facilitate the adoption of state-validated (non-JDRP-approved) programs/ practices. At the time of this writing, a state validation plan is being developed, and efforts are being made to coordinate the Connecticut Title IV program dissemination/ adoption activities with those in the other New England states and the National Diffusion Network.

Dissemination Actors. At ACES in New Haven there are five linking agents. The SDE has four persons who, although not charged with a specific linking function, do perform as linkers. An unknown number of persons fill similar roles in each of the state's Educational Service Centers.

Coordination and Exchange. ESEA Title IV-C representatives meet on a formal basis approximately three times a year to discuss strategies, funding, and future plans. Through planning meetings for the state ESEA Title I operation, an effort has been made to work with the Facilitator Project in bringing validated programs to Title I schools within the state. An NIE Capacity Building Program has helped both the SDE and individual school district personnel to better cope with their education information needs.

Client Impact. An increasing number of teachers and school administrators in Connecticut regularly use the ERC. Sixty out of 165 school districts in Connecticut have adopted validated projects. There is interaction between the Facilitator Project and each district as well as private and parochial schools. Many teachers and some administrators use the services of the Capacity Building Program while very few, by design, use the services of the RDU Consortium. About half the teachers and some administrators within each service center area habitually use the Career Education Service Center and the Environmental Education Service Center.

The Future. Connecticut needs a consistent source of funding for ERC operations; wider user training, and more urban technical assistance. Within the next five years, Connecticut anticipates: 1) wider use of already existing information and technical assistance services through increased awareness activities in school districts and through collaboration with both state and congressional legislators; 2) more efficient linkage among the SDE and the RESCs; and 3) clearer LEA understanding of the processes and the benefits of frequent use of responsive information services.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

MAINE

Demographic, Economic, and School Statistics. Maine ranks 39th in land area, 38th in size of population and size of public school enrollment, and 25th in number of operating school districts.

Maine has the largest forest area of any of the eastern states, and is one of the world's leading producers of pulp-paper. It also leads the world in production of tins of sardines, accounts for 80-90% of the nation's catch of true lobsters, and ranks high in the manufacture of shoes and boots.

The state's per capita personal income of $5,366 ranks 43rd, and its per capita governmental expenditure for education ranks 42nd, but this expenditure as a percentage of personal income ranks 29th (tied with Louisiana). Maine ranks 38th in estimated average public school teacher salary.

Forces for Change. Forces for change in Maine include: drop-out prevention legislation mandating alternative programs; writing, reading, math, and science needs identification by state assessment test; and early childhood preschool screening required by the State Department of Educational and Cultural Services (SDECS). In addition to federal mandates (e.g., PL 94-142), there has been state legislation for special education programs. Under state Title I ESEA, there is an annual evaluation of competencies attained by identified educationally disadvantaged students in basic reading and math.

A strong commitment to local control and a guarded attitude toward state and federal programs in general exist in Maine, and this affects dissemination efforts in the state. Another relevant factor is the funding equalization law which provides 50% local and 50% state funding of educational programs (except in the case of special education, where the percent of reimbursement depends on the local tax base).

One more factor is the $13,000,000 in supplementary educational assistance provided for children with learning problems, distributed annually under Title I ESEA.

Dissemination Programs and Resources. Dissemination and packaging workshops for Title IV projects have been conducted by an education consultant from the University of Maine. Included areas: database utilization, available resources, the "Diffusion Simulation" game, and project information packaging and dissemination (spring, 1978). In the fall of 1978, grant-writing workshops were held for the fifth year in a row in five geographical areas of the state, sponsored by Title IV in conjunction with Right to Read and Gifted and Talented offices.

The Title I Technical Assistance Model, piloted this last school year (1977-78) by the Division of Special Education, develops a technical assistance plan with each local education agency (LEA) receiving a program review. Division of Special Education staff act as brokers, linking LEAs with resources.

Through the Title IV-B Guidance Consultant, SDECS, funded portions of the 1978 Women's Equity Conference at Colby College in Waterville, Maine, in conjunction with the Maine Teacher Association.

Maine's National Diffusion Network (NDN) Facilitator Center is LEA-based, though it serves all public and private schools in the state. It provides awareness, training, and technical assistance services to LEAs adopting NDN programs. Other non-SDECS agencies involved in dissemination include the Maine Teachers Association, the Headstart Resource Center, and the Maine University system--specifically, the Instructional Systems Center at the University of Maine at Orono, which operates under a consulting contract with Title IV.

Information/product retrieval services in Maine include those available through the TALIMAINE project, which links the state library system, the Portland Public Library, and Fogler Library at the University of Maine at Orono to 12 federal libraries via rapid facsimile and conventional facsimile. TALIMAINE is now in operation as part of the Federal Library Network, which offers free bibliographic searches of over 100 databases as well as document delivery of articles in journals held in federal libraries. Requests made of TALIMAINE must be of a technical nature and must be for material unavailable in the state of Maine.

Another information/product retrieval service is the New England Technical Assistance Center, which through federal contract provides technical and research specialists to all participating LEAs in the areas of evaluation design, needs assessment, test selection, proposal writing, and statistical analysis through the state Title I office.

Other such sources are computer-based research through Wally LaFountain, and the information/product retrieval services of ERIC through the Maine State Library.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

The Division of Special Education's Program Review and Technical Assistance process was in place during the 1977-78 school year. Built into the review process is an identification of promising practices and/or personnel. The technical assistants utilize this information in linking LEAs with the identified resources. This process needs more clear criteria for identification.

The Title I ESEA Unit's program monitoring, review, and assistance process has been in place since 1967 and is refined annually. Title IV-C state validation has been in place for one year. Seven projects have been validated.

Title IV is proud of its Fall Fair, held in conjunction with a commercial salesmen's exhibit. The 1978 display, held in late September, attracted over 2,500 educators and members of the public. Included in the Title IV portion of the exhibit were 24 Developmental and Adoptive Projects, along with SDECS exhibits (e.g., Affirmative Action, Title I, Vocational Education, Arts and Humanities).

The Title I ESEA annual report and evaluation shows how, where, and why funds are spent for state Title I programs. It shows the types of services offered, the number of children served, the number of teachers paid under Title I, and the Normal Curve Equivalent.

Dissemination Actors. The NDN State Facilitator and an agent with SDECS act as linkers in the state of Maine. The entire staff of the Division of Special Education performs such functions also, although only two members of the staff, involved with the technical assistance model, are formally linkers.

In addition, all members of the ESEA Title I Unit perform linkage functions and render technical assistance in providing resource contact within and between LEAs, the SDECS private and instructional agencies, universities, and the federal government.

Coordination and Exchange. A dissemination workshop is conducted annually for all new Title IV-C project directors. Other agencies are invited to participate. A proposal-writing workshop is also offered.

Client Impact. The State Title IV Disseminator has paid on-site visits to almost all Title IV projects in the state. Some teachers and most school administrators employ the assistance of the NDN Facilitator Center with regularity. Some teachers and administrators use the Division of Special Education technical assistance. Most teachers and nearly all administrators are aware of Title I ESEA Compensatory Education; most administrators and some teachers have enlisted its services.

The Future. In Maine, as elsewhere, there is a need for increased awareness of the availability of dissemination activities. Plans for the future encompass more technical assistance and follow-up, more Title IV and NDN projects adopted by Maine's school districts, and requests for services in 100% of the districts. Other projects to be implemented in the future include increased in-service workshops for teachers and administrators, a catalog of successful program activities by LEAs, and longitudinal analysis of educational attainment by Title I recipients.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Massachusetts is a small state, ranking 45th among the states in land area, but populous, ranking 10th in size of population and 4th in population per square mile. The size of the state's public school enrollment ranks 11th in the nation and its number of operating school districts, 16th.

While Massachusetts historically has been known as a leading producer of shoes and textiles; these industries have been replaced in importance by manufacturing in the electronics field.

Per capita personal income in Massachusetts is $6,588, 14th in the nation, but the per capita governmental expenditure for education ranks a more modest 27th, and in terms of this expenditure as a percent of personal income Massachusetts ranks a low 39th. In the category of estimated average public school teacher salary, Massachusetts ranks 10th.

Forces for Change. The Massachusetts Department of Education (DOE) is decentralized, with six regional centers across the state. The 432 local school districts operate with local autonomy. However, in recent years some districts have voluntarily formed "collaboratives" to provide joint services for special education or other special services.

Several federal and state legislative mandates and Board of Education policies affect educational dissemination needs and activities in Massachusetts. Recent Department of Education (DOE) policy initiatives include: 1) the development of the Commonwealth Inservice Institute, which pools staff development monies and links schools with agencies, colleges, or universities by providing small grants to support local teacher training initiatives; 2) a basic skills improvement policy for elementary and secondary schools; 3) a position paper on guidance and counseling services in the state; 4) a policy requirement for schools to design and apply a staff development plan for implementing PL 94-142 in order to receive state monies for Chapter 766 (the state special education law); and 5) a new formula for funding state aid to education.

Other forces influencing the state of education in Massachusetts include the trend of declining enrollment, the possible consolidation of teacher preparation programs in the state colleges, the high proportion of private to public schools (due mainly to the state's large Catholic population), and the relatively stable system of private religious elementary and secondary schools.

Dissemination Programs and Resources. The Massachusetts DOE staff provide a variety of services related to dissemination. The state's six regional centers serve as "information switchboards" in the state, sometimes providing direct services but more often making referrals to the appropriate service-delivery agency.

The Massachusetts Dissemination Project, a Capacity Building effort funded by the National Institute of Education, is working toward coordinating dissemination resources and programs in the state. The project focuses on three aspects of building state dissemination capacity: coordination, linkage, and resource development. It works to upgrade services and skills both in the central office and in the regional centers. In addition, Resources for Schools, a series of publications developed by the project, provides information about resources and promising practices in the state.

The NETWORK is a non-profit educational service/ research and dissemination agency that has promoted growth and change in educational organizations since 1969. The NETWORK assists in such areas as dissemination, staff development, program and staff evaluation, management skill training, curriculum development, career education, resource utilization, and policy planning and research. NETWORK clients include local school districts, intermediate service agencies, colleges and universities, state education agencies, and other non-profit and commercial organizations in all 50 states.

In 1977, several Massachusetts school districts pooled the Title I monies allotted for dissemination and formed the Title I Dissemination Project. The project continues to grow and now serves as an information clearinghouse and referral service to member districts. The project produces a monthly newsletter, coordinates an annual conference, and provides training for parents.

The National Assessment and Dissemination Center (NADC) for Bilingual-Bicultural Education, with offices at Lesley College and in Fall River, is one of 32 centers which, together with Title VII projects across the country, form a National Bilingual Network. The major purpose of the Fall River/Lesley NADC is to provide assistance with dissemination and materials/program assessment to Title VII bilingual projects.

The Merrimack Education Center (MEC) is a multi-purpose, multi-program collaborative of 22 cities and towns in northeastern Massachusetts. In addition to the programs and

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

services it provides to its member districts, two MEC components are available on a fee-for-service basis to all Massachusetts schools: the IES (Institute for Educational Services)/ MEC Research and Information Service and the Special Education Information and Training Services. IES/MEC computer searches of multiple databases are supplemented by manual searches of MEC's document holdings, which include curriculum guides from the Massachusetts Association for Supervision and Curriculum Development, Title III project proposals, a test collection file, the Kettering Foundation curriculum files, and curriculum program files from New York and California.

Several other agencies in Massachusetts have a dissemination focus. The Citizen Resource Center provides and publishes information on educational issues, and trains citizens for involvement in education. The Community Education Development Center offers free consultation in any phase of community school implementation, provides training and research services, and disseminates information in the field of community education throughout the state. The Education Development C[illegible]er, Inc. (EDC) engages in educational resea[illegible]nd development, maintains an extensive collection of films, publications, and curriculum materials and publishes EDC News, which contains information on current projects, educational issues, workshops, conferences, books, and EDC-produced films and publications. The Institute for Responsive Education (IRE) studies and assists citizen participation in educational decision making, and conducts research and evaluation with and for state organizations and agencies. The Massachusetts Organization of Educational Collaboratives (MOEC) is an informal organization of education collaboratives throughout the state, providing an information network for all members. The New England School Development Council works toward the improvement of education throughout New England. Project SPOKE is a multi-purpose, multi-program collaborative; its film library is available for use by any school in the state.

Information/product retrieval services available in the state, in addition to those of IES/MEC, include a promising practices file being developed by the DOE in collaboration with the New York SED and the Merrimack Education Center in Chelmsford, Massachusetts; and Massachusetts Occupational Information Systems (MOIS), which specializes in occupational characteristics data. Other services are available through the state's library system.

A Title IV-C validation and dissemination process has been implemented recently; the first set of projects were received and validated in May/June, 1978. The process was designed to mesh directly with the Joint Dissemination Review Panel.

Dissemination Actors. A list of principal dissemination actors in the state should include the staff at the Regional Education Centers, called primary and secondary linkers, who function mainly as information referral persons; the staff at The NETWORK; and the staff of the Special Education/Manpower project in the DOE.

Generally, there are four distinct levels at which linkers are operating in Massachusetts: 1) in DOE programs and DOE regional offices; 2) in regional and intermediate service agencies (collaboratives); 3) non-profit service organizations; and 4) in schools.

Coordination and Exchange. The State Capacity Building Project has attempted to facilitate communication on dissemination issues. The newly formed Regional Exchange, with strong state support, will serve the coordination and exchange function. However, it has been difficult to generate support for this board, and it is not clear who the supporters of dissemination are at the state level.

Client Impact. Not covered in Forum discussion.

The Future. Two recent developments in Massachusetts education point to improved dissemination capability in the future. The validation process for Title IV-C projects adopted and implemented in 1978 will lead to systematic dissemination of proven innovative programs developed in Massachusetts schools. A second and potentially more long term and important development is funding by NIE of a one year planning grant to explore the feasibility of a Regional Exchange for the northeast states, which includes Massachusetts. If fully implemented, the Exchange would identify, plan, and coordinate educational resources and services that meet the dissemination needs of the region. The planning effort is organized as a seven-state consortium, with a governing body made up of one dissemination representative from each state. Cross-state and intrastate planning for dissemination has been noted as a critical need in Massachusetts; the creation of the Exchange would fill this need.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. The smallest of the states in terms of land area, Rhode Island ranks 39th in size of population, and 3rd in population per square mile. The state is 42nd in size of public school enrollment and 45th (along with Utah) in number of operating school districts.

Rhode Island's economy rests primarily on manufacturing. The state boasts one of the highest proportions of industrial workers of all the states, with the jewelry, silverware, textile, metal, and machinery industries the most significant.

Rhode Island's per capita personal income ranks 21st, its per capita governmental expenditure for education 28th, and this expenditure as a percent of personal income 21st. The estimated average public school teacher salary in Rhode Island ranks 11th in the nation.

Forces for Change. The most significant force influencing educational dissemination and school improvement in Rhode Island is the nature of its governance. Rhode Island's educational system is under the general supervision and control of a single board. This factor, in conjunction with the relatively small size of the state, enhances the opportunity for inter-agency collaboration. For example, the state's Capacity Building Project, the Facilitator Center, and Right to Read have collaborated with the National Education Association of Rhode Island (NEA-RI) and Rhode Island College in planning a major awareness campaign for National Diffusion Network (NDN) Developer/Demonstrator projects to be conducted in the fall of 1978. By the same token, the Staff Development Unit shares the resources of higher education in the inservice training of thousands of teachers in special education programs. These are examples of Rhode Island's many collaborative endeavors to reduce the overlap of resource usage and increase the efficiency of the delivery of services to schools.

By law, the Rhode Island Board of Regents for Education has authority over public education. The Board has identified the improvement of basic skills as its number one priority. Therefore, for instance, the Rhode Island State Facilitator Center limits the expenditure of its resources to basic skills NDN programs. Other Board of Regents for Education priorities are addressed by the providing of resources to local school systems under ESEA Title IV-C. Projects must address national and state priorities to be considered for funding.

Rhode Island has recently been involved in litigation regarding the identification and treatment of handicapped children. This has resulted in significant revision of the state's special education regulations and of its process for screening and treatment of handicapped children.

Dissemination Programs and Resources. A variety of Rhode Island Department of Education (DOE) units conduct dissemination activities.

As mentioned above, the Rhode Island State Facilitator Center and the Right to Read Office have collaborated in the planning of awareness and training workshops with NEA-Rhode Island and the Bureau of Vocational Education. The goal of this cooperative effort is to address the problem of reduced achievement in the basic skills. At these workshops, over 2,000 teachers will view 20 presentations of programs in reading, math, language arts, and parent participation. In addition, the State Facilitator Center has arranged two statewide awareness conferences that will highlight 26 NDN programs in the basic skills areas for over 2,500 educators. Right to Read conducts dissemination of "How To" booklets developed by local school districts to its 30 member districts.

The Dissemination Services Unit (DSU) of the State DOE provides a comprehensive document and literature production service for all aspects of dissemination in the state agency. Products such as slide/tapes, resource guides, and awareness brochures are prepared in a coordinated state dissemination effort. The DSU also operates as a general information center with search capabilities. The Education Information Center is used regularly by LEA personnel (linked to them by program consultants from the DOE).

The Commissioner's Office spreads information on the "Program for Excellence," which helps communities to develop greater local control, widen program options, and obtain more effective service. It also publishes Federal News Brief--weekly summaries of pertinent federal actions, program deadlines, and the like, sent to all superintendents and Rhode Island DOE staff.

Title I disseminates a set of 35 guidelines for Title I reading programs (developed by Right to Read and Title I) to all 40 school districts. The Local Planning and Assessment Program disseminates materials and guidelines detailing how to develop a comprehensive curriculum based on high-priority local needs to 20 pilot districts. Title IV disseminates guidelines for state and national validation to local programs.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

For six years, the DOE housed one of three federally funded Teacher Center projects. There are currently no Teacher Centers in the state, but Rhode Island professionals will be giving technical assistance in conducting dissemination activities and devising dissemination strategies to centers in other states.

For the past six years, two state institutions of higher education, Rhode Island College and the University of Rhode Island, have offered graduate credit to teachers taking inservice programs in such areas as special education and basic skills. This has been done in collaboration with the DOE.

In Rhode Island, Title IV-C ESEA funds for the dissemination of locally developed products are applied in this manner. 1) Innovative projects are funded for a three-year period, and evaluated by external evaluators. Once validated, the projects can apply for a demonstration grant to disseminate their product throughout the state. 2) Evaluation grants are given to those programs already in existence that need a small amount of funds for evaluating significance. Once evaluated and validated, they may apply to be demonstration projects. 3) Demonstration grants are awarded to those programs that have been validated (whatever their funding source) for dissemination of their products throughout the state. 4) Adaptation grants are given to those communities that want to replicate a validated demonstraation project. This strategy provides for an in-state capability to initiate, develop, evaluate, and disseminate local products. Title IV-C presently has five locally developed demonstration projects serving 142 teachers and 4,370 students.

During the past year, two local programs, Student Education Assuring Positive Organized Reading Techniques (SEAPORT) from Newport and the Alternative Learning Project (ALP) from Providence, have been funded to disseminate their programs nationally through the NDN. A third program, Reading Instruction and Pupil Personnel Services (RIPPS) from Portsmouth, is expected to receive NDN funding in 1978-79. Other locally developed programs have received state Title IV-C money to disseminate their programs. They are: Exceptionally Ready from East Greenwich, Youth and the Law from Cranston, Exceptionally Ready from North Kingstown, Health and Nutrition from Providence and RIPPS. Also, the University of Rhode Island has just received a Teacher Corps Grant to work with school districts in southern Rhode Island; it will soon be undertaking dissemination activities as a result.

Dissemination Actors. The Rhode Island State Facilitator Center and Right to Read provide linkage for other state agencies concerned with basic skills (the NEA, the Rhode Island Federation of Teachers, national, state, and local IRA councils, and colleges and universities).

A major concern of the Rhode Island DOE is direct linkage between dissemination resources and school personnel. This function is performed by the Program Development Consultant. Nine consultants are assigned to local school districts to serve in the areas of proposal writing, needs assessment, planning, information retrieval, and inservice training. They also act as local advocates and provide leadership once relationships based upon service and trust have been established.

As an important component of the link provided by Program Development Consultants between resources and local school personnel, the Grants Unit in the Bureau of Grants and Regulations (ESEA Titles I, IV, VI, and VII) offers technical assistance in the application of various title funds. These units also provide for assurances that programs, once funded, adhere to legislative regulations and programmatic objectives and stand fiscally accountable.

Coordination and Exchange. The state has a Dissemination Advisory Committee (DAC), the purpose of which is to coordinate dissemination efforts within the DOE. The DAC was formed two years ago under a Capacity Building Grant. Those offices represented on the committee are: Title IV-C, Channel 36 (an educational TV station), Program Development, the Equal Education Opportunity Office, Vocational Education, Support Services, Special Education, Teacher Certification, the Planning and Research Bureaus, Staff Development, the State Facilitator Center, Title I, and the Community Relations Office of the Commissioner of Education.

Client Impact. Not covered in Forum discussion.

The Future. Rhode Island sees a need for: greater coordination among separate operational units; a human resource file; a catalog of commercial materials; a procedure for obtaining word on products from local school districts; and a DOE news organ. Some state monies should be earmarked to assist local programs in the dissemination of selected high-priority products and materials.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Vermont ranks 43rd in size of land area, and 49th in size of population and size of public school enrollment. The Green Mountain State ranks 30th in population per square mile, and 23rd in number of operating school districts.

The only New England state without a seacoast, Vermont is the nation's leader in the production of monumental granite, marble, and maple syrup, and ranks high in the production of granite and asbestos. Dairying, truck farming, and fruit growing are carried on within the state, and Vermont is a popular resort in both the winter and summer.

While per capita personal income in Vermont ranks 40th in the nation, the state's per capita governmental expenditure for education ranks 16th, and this expenditure as a percent of personal income ranks 6th. Vermont's estimated average public school teacher salary ranks 42nd.

Forces for Change. During the past decade, Vermont has seen three Commissioners of Education (and a considerable period with an Acting Commissioner), as well as several turnovers in State Board of Education membership. These changes have been accompanied by swings in educational policy from liberal to conservative. The situation has stabilized under the present Commissioner, who has been in office since 1972, and the trend is away from the two extremes, with a substantial push underway to strengthen basic competencies in both elementary and secondary schools. Minimum standards for public school approval are also being revised.

Funding sources for education in Vermont, however, continue to be unsettled. Only a small percentage of state revenues are channeled to the Vermont Department of Education for administrative purposes, and general state aid to local eduational agencies (LEAs), distributed on the basis of the so-called "Miller Formula," has never been funded at the 40% level as originally intended. In addition, greater use of federal monies is being impeded by a new conservative Joint Legislation Committee that proposes to question even the most basic federal appropriations. At the same time, Vermont communities are tending to turn down local bond issues; and a somewhat aggressive teachers union rounds out the state's economic and educational tribulations.

Still, some new enterprises are in process. During the past year, State Department of Education (SDE) administrators of ESEA Titles I and IV have been attempting to fortify the evaluation components of local projects funded under these titles, with an eye toward possible approval by the IVD and JDRP--or perhaps for the state's own diffusion purposes. And with an extremely effective one-year Ethnic Heritage Grant in Barre, Vermont and the introduction of a part-time Bilingual Consultant, the SDE is directing new energies into cultural and bilingual studies (especially Franco-American).

Dissemination Programs and Resources. One of Vermont's most notable dissemination efforts is its Resource Agent Program (RAP). Through this program, exceptional teachers who employ outstanding techniques are identified and funded by Department of Education contracts to give workshops to other Vermont teachers upon request. This school year, by virtue of an NIE Special Purpose Grant, 52 teachers, expert in 20 areas, will conduct up to nine workshops apiece.

To assist small rural districts that have never been awarded grants and whose staffs may lack expertise in the writing of proposals, the SDE has in the past offered a special technical assistance workshop in writing proposals for Title IV-C funds. This spring two such workshops were conducted, one in the northern part of the state and one in the south. Many districts have taken advantage of the workshops; some have received funding as a result of proposals subsequently written.

Over the years, mini-grants funded under Title IV-C (maximum $1,500 each) have been very effective--continuation rates at the end of federal funding have been between 75-80%. This year, the state has mounted a visitation/evaluation effort for the approximate 100 recipients of these grants; and this undertaking is expected to lead eventually to a special mini-grant diffusion program.

Two new Teacher Centers have been funded in Vermont--one at Goddard College, the other for a cluster of districts around Waitsfield--and it is anticipated that these regional centers will become deeply involved in and greatly facilitate dissemination within the state.

Vermont's Title I criterion-referenced testing system in reading and math has been in the vanguard as far as statewide assessment is concerned. For two years this program has been experimenting with a closed-circuit television process called Inter-Act which makes use of hospital video systems in six cities. Title I Part B projects, through a unique two-year contractual arrangement, have gone through a

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

diffusion process that has resulted in one publication on how to start a preschool program and another on an exemplary junior high school math program.

In the area of retrieval systems, the State Department of Education (SDE) has ERIC, and some state universities have ERIC computer-terminals. The SDE also has VER3 (Vermont Education Research Base), a system analogous to ERIC on the state level, whereby products and practices developed by Vermont teachers are entered on microfiche and made available to the educational community.

In 1977, the state piloted a Vermont Diffusion Network for Title IV-C major grants. Results were inconclusive for reasons beyond the department's control. This year, the question of state versus national IVD processes is being examined to determine which would be the more appropriate for Vermont.

Dissemination Actors. Besides its one NDN State Facilitator (who has no official affiliation with the SDE but coordinates his activities with those of the state agency as much as possible), Vermont has a Dissemination Specialist in the Division of Federal Assistance who performs a linking function, as does a Director of the Research Coordinating Unit in the Division of Vocational-Technical Education. Besides three Title I consultants and two Title IV consultants, there are also about 65 SDE consultants in various subject areas from other department divisions who have day-to-day contacts with the field and act as linkers. The SDE's Title IV-B Library/Media Specialist works closely with the State Library--even giving a series of joint presentations about new books to local schools and public libraries.

Coordination and Exchange. In general, most public and private educational agencies are happy to cooperate on dissemination activities when requested to do so. Although Vermont schedules no regular inter-agency meetings for the sole purpose of discussion and coordination of dissemination issues, it should be noted that the SDE is experimenting with a Task Force approach that crosses divisional lines to solve mutual problems or to provide integrated services to the field. Among the agencies with which the SDE regularly works closely are: Vermont Educational Television, the state colleges and universities, and the Vermont Educational Association, as well as the Vermont Superintendents Association, the Vermont State School Directors Association, the Vermont Headmasters Association, and any number of state government or quasi-government agencies.

Client Impact. Every effort is made to inform teachers and administrators of Vermont's dissemination services but, as in most states, getting people to use such services is another matter. Two-thirds of Vermont's teachers and administrators are cognizant of the federal grants available to them; about half know how to go about getting them; and one-third actively go out after the grants. Half the state's teachers know about and are using the excellent technical assistance consultants available to them.

The Future. Vermont is looking toward advancing dissemination in a variety of ways. SDE division personnel need more coordination as they deal with LEAs. In order for requests for information and services to be facilitated, the SDE requires a more professional delivery system. A greater number of dissemination workshops are in order statewide, as is more extensive inservice training for SDE staff engaged in dissemination. And finally, Vermont is looking for better means to make small poverty-stricken rural districts aware of available resources and services, to motivate them to use them, and to provide technical assistance and expertise where needed.

Over the next two years, Vermont hopes to enhance the image of education--to bring educators and the public closer together. This will do much to intensify the impact of dissemination in the state.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. New York ranks 2nd in the nation in size of population and size of public school enrollment, 7th in population density, and 5th in number of operating school districts.

New York leads the nation in manufacturing, foreign trade, commercial and financial transactions, book and magazine publishing, theatrical production, and many other categories. The state is a leading producer of wine. One of New York's most important sources of income is the convention and tourist business.

Per capita personal income in New York ranks 10th in the nation, per capita governmental expenditures for education ranks 14th, and this expenditure as a percent of personal income ranks 23rd (tied with California). New York's estimated average school teacher salary ranks 2nd among the states.

Forces for Change. Finance heads the inventory of factors at issue in educational improvement and dissemination for the state of New York. The Board of Regents is requiring that schools be held more accountable for expenditures; and teacher unions are becoming more powerful factors in school expenditure decisions. At the same time, the Supreme Court, with the Levittown Decision, has ruled that New York's present system of scholastic funding is unconstitutional. Thus far, no substitute financial base has been implemented.

The federal government has provided incentive funds for the development and dissemination of programs in the following areas: basic skills, Title I, Title IV-C, library and media materials, bilingual education, Indian education, elimination of sex bias, and education for the handicapped. The Board of Regents has recently mandated competency testing.

New York's system of curriculum development is changing as more effective practices and programs are identified by the National Diffusion Network (NDN) and Titles I and IV-C.

Dissemination Programs and Resources. In New York State, the following have developed or participate in dissemination networks: ESEA, Title IV-C, the NDN, the State's library and health services, career education, vocational education, education for the handicapped, educational guidance, the regional Boards of Cooperative Educational Services (BOCES), the Educational Programs and Studies Information Service (EPSIS), and the Capacity Building Grants program.

The NDN has 9 regional facilitators across the state. Occupational education has 14 regional coordinators throughout New York working with teachers in 11 subject areas. Vocational Technical Education Centers (VTECs) are used to help districts with planning. Handicapped education also has a strong technical assistance network. The Educational Programs and Studies Information Service (EPSIS) has regional liaisons statewide. Nutrition Education has regional coordinators also.

The State Education Department (SED) has an office of Elementary, Secondary, and Continuing Education that develops dissemination strategies. The Commissioner of Education's regional meetings perform a dissemination function. The Adult Learning Resources Council's advisory group offers assistance to developing Educational Information Centers. The Follow Through Program has two JDRP-validated resource centers in the state. In addition, JDRP-approved programs in reading, arithmetic, ecology, and migrant education, plus 52 state-validated programs, are available for adoption. The services of the Special Education Training and Resources Network (SETRN) are available to all educators. The New York State School Boards Association, the New School Board Members Institute, the Title IV-C State Advisory Committee, and the Parent Advisory Committee all play important parts in dissemination.

The Bureau of Guidance and the Title IV-C Office in the SED have validation processes similar to that of the JDRP. Projects are eligible to apply for demonstration grants after validation; the state then disseminates information about the projects and makes replication grants available to districts.

EPSIS offers broad retrieval services to all state educators. It is tied into the ERIC system, and also has on hand the resources of the NDN and the National Information Center for Special Education Materials/National Instructional Materials Information System I (NICSEM/NIMIS I), as well as other education information. The Northeast States Planning Proposal may include dissemination services within its scope of activities.

Dissemination Actors. Title IV-C and the NDN have 36 Optional Educational Program Representatives who act as linkers and field agents.

EPSIS has 50 liaison persons. SETRN has 53 trainers, Nutritional Education has 17 coordinators, occupational education has 14. All of these persons and agencies are located at

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

intermediate levels, primarily in BOCESs and the five big cities.

The school and public libraries participate in a network system that leads upward to the New York State Education Department and its New York State Library. Educational Communications has a similar network. Staff of Title I, PL 94-142, and Titles IV-B and IV-C are all charged with linking responsibilities.

Coordination and Exchange. Meetings are held to discuss the process of dissemination, addressing problems, procedures, and other issues identified in the field. All agencies within the SED meet for dissemination discussion; leaders of all state associations do likewise. There are also interagency councils of labor and education agencies at state level.

Client Impact. Most teachers and school administrators in New York State are aware of and regularly use the services of the Office of Education of Children with Handicapping Conditions (CECHC) and SETRN. Most administrators are aware of the services of the NDN, Title IV-C, and EPSIS, and use them moderately. Teachers know about these programs but give greatest attention to Title IV-C mini projects.

The Future. New York feels a need for: 1) better coordination of dissemination activities; 2) a central reference person in the SED to direct inquiries about programs, services, and resources; and 3) separation of the process of dissemination into a unit distinct from the products and programs disseminated.

Within the next few years, New York plans to establish a feedback mechanism for people in the field, increase its number of turnkey programs, improve needs sensing, provide more linking agents, and strengthen its monitoring of disseminated programs. The state also intends to create a central mechanism for identifying and disseminating information at the state level; install decentralized regional technical assistance units; get more programs validated and into exemplary status; and better the relationships existing between disseminating agencies.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. In a comparison with the 50 states, the District of Columbia ranks 44th in size of population, but 1st in population density. It ranks last in number of school districts, along with Hawaii, having only one.

The District of Columbia is, of course, the seat of the nation's federal government, and the workings of government provide the basis for the district's economy.

The District's per capita personal income of $8,067 is second only to Alaska's, but its per capita governmental expenditures for education rank 21st, and this expenditure as a percentage of per capita personal income ranks a lowly 50th.

Forces for Change. Many factors are influencing education and educational improvement in Washington, DC: decreasing enrollment, urban renewal, the aging and deterioration of the physical plants, the closing of schools, regionalization (administrative decentralization of the school system), school-by-school budgeting, the fact that the city budget must be approved by Congress, the formation of Community Advisory Councils (one is now required for every school)--all of these elements and more are exerting their pressures on education here.

The Superintendent of Schools and the Board of Education have as their top priority the Competency-Based Curriculum program (CBC). The 1978-79 school year will see implementation of the program in 30 schools. The second priority objective is the continuous assessment of student progress, personnel and program performance, and delivery of services. Student achievement targets have been set by the Superintendent with an appropriate testing program to assess progress; new procedures for teacher and officer appraisal have been developed and implemented whereby these personnel will be evaluated according to criteria established by the Superintendent, the Board of Education, the Washington Teachers Union, and and the Council of School Officers. This project will entail recertification, which will in turn involve teacher inservice training. Finally, the Board intends to review and monitor all federal programs annually.

A continuing priority of the Board of Education is the development and implementation of a comprehensive multi-year educational planning process designed to provide a framework for planned, orderly change and a means of communicating to the public and school personnel a greater understanding of the school system's purpose and operation.

The school system is, of course, required to abide by the Mills Decree, PL 94-142 (Aid to All Handicapped), and the Vocational Rehabilitation Act, Section 504 (Equal Opportunity for the Handicapped). Title IX (Women's Equity) is causing its own changes.

Two organizations that will continue to affect educational improvement are: D.C. Citizens for Better Public Education and the Consortium of Universities (which provides teachers the opportunity of earning graduate credits at reduced cost).

Dissemination Programs and Resources. Much is "up" in the area of educational dissemination in the nation's capital. First of all, a Dissemination Capacity Building Grant will be making the entire school system more "dissemination conscious." The Office of Communications and Public Relations is publishing Update (a periodic newsletter) and "Welcome to Our Schools" (a large brochure giving all information relevant to DC public schools). The State Director of Vocational Education publishes seven brochures on the "Career Clusters" offered by the Career Development Division. Also, Title I produces a question-and-answer brochure designed by parents. Local television has been utilized for a 26-week series of seminars and workshops intended to provide school system employees and local communities with information concerning the implementation of Competency-Based Curriculum in the District of Columbia; and TV will be used again. "It's Elementary," a program on which teams from local schools will compete, is to be produced regularly.

In the area of special education, there is SLERCH, a program that collects and disseminates information on research, special programs, etc. The mayor has declared a Right to Read Month during which many interrelated awareness activities are conducted in all schools. To strengthen the secondary/higher education nexus, HISCIP (the High School College Internship Program) has been created, whereby students attend high school and, at the same time, take credited courses at universities.

There are also several organizations offering dissemination-related services. The Division of Research and Evaluation houses both the Research Information Center and ERIC and, in addition, makes available the Data Resource Book, a compilation of statistical

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

information about public education in the District of Columbia. The Penn Media Center provides a complete range of audiovisual materials for use by all schools. A nonprofit organization, the Advisory Learning Exchange (ALE), gives technical assistance to educators and the community. The Teacher Center--a new federally funded project--will work closely with the regional teacher centers.

Regarding information retrieval services: the school system has ERIC as well as RIC, the Research Information Center, which has access to more than 70 computerized data-bases and other sources of information. And, of course, there are resource benefits involved in being located at the seat of federal government. All federal offices are potential sources of information, and the Library of Congress has innumerable services available to all.

The school system has an identification, validation, and dissemination (IVD) process for its own programs that has been operant for eight years and is working well. Teacher awards are given for exemplary projects. Validated projects are not actively disseminated outside the city, but files are kept on them, and information will be provided to interested parties. The year-old District Facilitator Project, funded by the NDN, has been of great assistance in providing information and awareness sessions on nationally validated projects.

Dissemination Actors. The NDN Facilitator works with the six regions in the school system, helping them with mini-grant monies, disseminating information concerning new educational programs, and generally assisting in the adoption/adaption process.

Coordination and Exchange. Washington, DC has no formal inter-agency meetings dedicated to discussion of topics related to dissemination. The Metro Council does function as a dissemination instrument, but its sessions are informal and irregular.

Client Impact. In general, those who know about various services are using them--but all too often, only a few of those who could benefit from these resources are aware of their availability.

For example, very few teachers know of and use the Research Information Center; about half of the school administrators in Washington are familiar with the center, but only some avail themselves of its services. Some teachers use ERIC regularly; again, half the administrators know of the system and some use it with regularity.

The Penn Media Center is underused, probably because few know all the services it can provide.

Most departments and offices that provide assistance keep records of the number of persons using their services.

The Future. A top priority for the future is the development of an urgently needed Comprehensive Dissemination Plan for public schools in the capital city. This project, funded by NIE, will both create a system-wide dissemination program and establish the organizational readiness to implement it. It is hoped that steps will be taken to provide closer and better connections with persons in the field; that more careful coordination and quality control will be supplied for all operations.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Maryland is a small (42nd in land area) densely populated state (6th in population per square mile). It ranks 18th in size of population and 20th of public school enrollment.

Maryland, with its many miles of shoreline created by Chesapeake Bay, produces great quantities of seafood. Baltimore ranks second among the nation's ports in terms of foreign trade tonnage.

Per capita income in Maryland is 11th in the nation, and the state's per capita expenditure for education ranks 13th. This expenditure as a percent of personal income ranks 21st. Maryland stands a high 7th in estimated average public school teacher salary.

Forces for Change. Maryland's economic situation is generally favorable, although there are of course areas with fewer resources than others. There has been a marked decline in state and federal contributions to local education agencies (LEAs) in recent times; possible "Proposition 13" legislation may cause a pinch to be felt in all areas of education.

In addition to those programs required by law (e.g., vocational education, special education, etc.), Maryland has mandated programs in early childhood education, competency-based education (the latter through Project Basic), and career education. The Division of Instruction has recently established a Youth Employment Unit focused on productive relationships with CETA and other programs initiated by the Department of Labor.

The Appalachian Regional Commission (RESA) has a strong impact in western Maryland. This commission is responsible for the provision of curriculum materials to the western population of the state.

The Maryland State Department of Education (MSDE) is moving toward closer collaboration with correctional institutions: i.e., the Division of Correction is considered a local education agency (one of 25 in the state).

Dissemination Programs and Resources. In the MSDE, several activities have an impact on dissemination. Among these are: the Developing Demonstrator Project (DDP), a program operating through Title I; 42 innovative programs administered through Title IV-C funds; and the Division of Library Development and Services via the State Media Services Center. The Division of Instructional Television provides access to school through I.T.V. The Instructional Services Center matches children identified through Child Find with services available throughout the state. The Satellite Network Systems coming out of the Appalachian Regional Commission provide services to LEAs.

Outside the MSDE, resources consist of the National Diffusion Network (NDN) State Facilitator for educational programs that work; Maryland Review and Evaluation Center in Anne Arundel County, provides access to information pertaining to instructional materials; the University of Maryland's Teacher Education Centers works to disseminate good teaching practices; and the local Post-Secondary Education for the Deaf project which disseminates studies nationally.

No formalized state identification/validation process exists in Maryland at this time.

Dissemination Actors. Technically, all MSDE staff (approximately 900 persons) and LEA central office staff are charged with linking functions. The Basic Skills Resource Team of the Division of Instruction plays a linking role, as do Project Basic Facilitators and local coordinators, the NDN State Facilitator, and Teacher Education Center Coordinators.

Coordination and Exchange. At present, informal inter-agency meetings and seminars are held to discuss dissemination, program validation, and school improvement issues.

Client Impact. Only some teachers and school administrators know of and are regularly using the ERIC database and the formal in-state agencies. Most educations know about library services available and approximately 50% of the administrators and a lesser percentage of teachers are regular users. Correspondingly, most administrators are aware of in-state human resources and approximately 50% use them regularly, while very few teachers know about and use human resources. Very few teachers and administrators regularly use available out-of-state information and technical assistance. Generally, Maryland dissemination services are used by only 30% of potential clients.

The Future. Maryland sees a need for improving dissemination efforts, especially within the MSDE. The new Project LIFE, funded Fall of 1978, will stimulate coordinated dissemination efforts through all divisions. The LEA linker for effective dissemination will be the school library media supervisor. In serving the LEAs, state staff will also increase their use of products and services from the Regional Exchanges.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. While not a large state (32nd in land area), Pennsylvania ranks 4th in population, and 9th in population density. Pennsylvania produces about one-fourth of the nation's pig iron, as well as all of the cobalt and anthracite coal mined in the U.S.

The state's estimated average teacher salary ranks 14th in the country, a figure in accordance with the state's ranking of 17th in per capita personal income. But in the areas of per capita total expenditure for education and expenditure for education as a percent of personal income, Pennsylvania does not perform nearly as well, ranking 36th in the former and 45th (tied with Illinois) in the latter. The state ranks 12th in number of school districts, with 504.

Forces for Change. The Pennsylvania State Department of Education (SDE) has established the Division of Educational Quality Assessment (EQA), a program that gauges the effectiveness of schools in their pursuit of goals adopted by the State Board of Education. EQA assesses social and personal development of the student in addition to his/her academic advancement, recognizing that learning involves home and community as well as the school. The State Board has also required each district to undertake Long Range Planning, whereby the district examines EQA and other data to determine its own needs for educational improvement and produces detailed programs projected over a five-year period to meet those needs. This mandated program requires community involvement in all its phases.

The Pennsylvania State Education Association (PSEA), the American Federation of Teachers (AFT), and the Pennsylvania School Boards play influential roles in state educational dissemination and improvement. So do VEIN, AdvancE, RISE, and PRISE (to be described later); two regional laboratories (Appalachia Educational Laboratory and Research for Better Schools); the Learning Research and Development Center (LRDC); and the Intermediate Unit Network, which is a system of regional units linking the Department of Education to local school districts, providing a wide range of services including help with school improvement. Pennsylvania Education, a newspaper distributed by the SDE throughout the state, also has significant impact.

Dissemination Programs and Resources. The Pennsylvania School Improvement Project (PSIP), an experimental consortium project, builds directly on the EQA effort by providing Research and Development (R&D) products to schools. Via Pennsylvania's Executive Academy, educators throughout the commonwealth attend workshops on various education-related topics. An annual Curriculum Conference, sponsored by the SDE, is intended to offer inservice education to teachers and administrators through the provision of approximately 30 workshops. Educators from all over the state attend. The Right to Read Program conducts dissemination through a bimonthly newsletter and regional meetings. A state list of conferences on programs, projects, and services of SDE bureaus, is published by the SDE, as well as a newsletter about SDE products, which has a circulation of 250,000.

Many non-SDE agencies also disseminate educational information. The Philadelphia Behavior Analysis Resource Center (BARC), a Follow Through training and demonstration project, is disseminated nationally through the National Diffusion Network (NDN). The Cognitively Oriented Pre-Primary Experience (COPE) is disseminated both within Pennsylvania as part of the in-state IV-C effort and nationally as an NDN Developer/Demonstrator. COPE has been adopted by over 300 school districts. LRDC's Follow Through Project is disseminated nationally through the Keystone Central School District. Shippensburg State College maintains a Clearinghouse on Community Education. The Pennsylvania Association for Retarded Children (PARC) plays an important part in state dissemination activities. The University of Pittsburgh houses the Desegregation Center. The Conference on Black Basic Education, a statewide organization, is centered in Philadelphia. The American Federation of Teachers, the Pennsylvania State Education Association, the Pennsylvania Elementary School Principals Association, and the Pennsylvania Secondary School Principals Association are all significant disseminators of information in the state.

The Pennsylvania Diffusion Panel (PDP) validates locally developed educational programs for adoption by school districts.

In Pennsylvania there are several information resource units. The Bilingual Center (Lancaster-Lebanon Intermediate Unit 13) reviews bilingual education research materials and acts as Pennsylvania's clearinghouse for these. The Research Coordinating Unit for Vocational Education disseminates results of research, exemplary, and curriculum projects. The five Library Examination Centers throughout the state are open to all librarians and material centers personnel, and offer reviews

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

of new library and curriculum materials available from various publishing houses. Research and Information Services in Education (RISE) has comprehensive textual holdings and other materials, and computer search capacity. Pennsylvania Resources and Information for Special Education (PRISE) has an extensive reference library. The Vocational Education Information Network (VEIN) and the Adult Education Resource Clearinghouse (AdvancE), at Millersville State College, both have journals, curriculum guides and materials, and manual/computer search capacity. The Pennsylvania Retrieval of Information for Mathematics Education Systems (PRIMES) is a computer retrieval system with a massive database. There are approximately 61 ERIC collection centers in the state.

The Pennsylvania State Facilitator, located within RISE, offers information on and access to the nationally validated programs of the NDN. The Pennsylvania Diffusion Panel offers 67 validated instate programs. The resources of the Appalachia Educational Laboratory (AEL) and the Research for Better Schools (RBS) Regional Exchange (Rx) are available to assist state staff with dissemination capacity building and high-priority school improvement programs. And the USOE Regional Office of Education itself has information services.

Dissemination Actors. The SDE has subject area specialists who play a linking role, as does the NDN State Facilitator. In addition, PSIP, RBS, Intermediate Unit 1, Lebanon-Lancaster Intermediate Unit, Schuykill Intermediate Unit, Colonial Northamton Intermediate Unit 20, and Central Sysquehanna Intermediate Unit 16 (a Title IV-C Educational Engineering Project) have linking agents.

Coordination and Exchange. While many of Pennsylvania's existing dissemination units have informal sharing mechanisms, there is no formal coordination. A state plan for dissemination is under development by the SDE. The recently funded State Capacity Building Project will also seek to coordinate school improvement dissemination resources.

Client Impact. Most school administrators are aware of the informational resources and evaluation, monitoring, and technical assistance services that are available to them. Hard data on actual use by target audience is not presently available.

The Future. Pennsylvania has been awarded a Capacity Building Grant to develop a state dissemination plan and an outreach campaign for dissemination. The SDE will implement the three goals of the Research and Development Exchange (dissemination, feed-forward, and coordination); it will broadcast dissemination awareness activities; strengthen Intermediate Units as linking entities; and train clients in accessing and utilizing systems.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

VIRGINIA

Demographic, Economic, and School Statistics. Virginia ranks 36th in land area, 13th in size of population, and 17th in population density. Size of public school enrollment in Virginia ranks 14th among the states and the number of operating school districts ranks 35th.

A wide variety of manufactured and agricultural goods are produced in Virginia. The most important of the state's natural resources are bituminous coal, forests, oyster beds, and fisheries.

Virignia's per capita personal income of $6,341 ranks 20th in the nation. Its per capita governmental expenditure for education ranks 31st, and this expenditure as a percent of personal income ranks 39th. Virginia stands 26th in terms of estimated average public school teacher salary.

Forces for Change. Forces for change in the area of educational dissemination in Virginia include: 1) high school graduation competency testing (initiated in 1976); 2) emphasis on basic skills K-6; 3) special education legislation (pre-dating PL 94-142); 4) vocational curricula developed in competency-based format through the Vocational Technical Education Consortium of States; 5) the Interstate Distributive Education Curriculum Consortium; 6) the Standards of Quality (minimum performance levels established by the Virginia General Assembly); 7) Senate Joint Resolution 67 and Virginia House Bill 1054, which led to the creation of six regional continuing education consortia. Influence has been exerted by the Superintendent of Public Instruction (elementary and secondary), the State Board of Community Colleges, and the State Council for Higher Education in Virginia, an 11-person council charged with the promotion and development of a "sound, vigorous, progressive, and coordinated" system of higher education.

The major factor influencing dissemination is the increasing expectation of and desire for a higher level of educational attainment among the people of Virginia in general. Other social forces affecting dissemination include: urbanization; declining enrollments; population shifts; the return of part-time adult students to higher education; pressure from special interest groups (e.g., the League of Women Voters, special education groups, single-parent groups); and the increased demand from the general public regarding accountability.

Dissemination Programs and Resources. Among the programs and resources made available through Virginia's Department of Education (DOE) are the following: Project Follow Through (Lee County, City of Richmond); Right to Read, in operation for about one year, offering seminars, workshops, etc.; a recently established Media Center and Bureau of Teaching Materials, available to interested teachers and administrators; Program Services conferences and workshop; an Annual Demonstration Meeting jointly sponsored by Title IV-C and the State Council for Higher Education; the Earth Science Communications Network, which ties together state science supervisors, public school science teachers, and faculty members at institutions of higher education; and the Key Instructional Personnel Network. DOE publications include Public Education in Virginia (a state magazine partly funded by Title IV-C), Facing-Up (a publication on state educational statistics), Profiles (summarizing ongoing Title IV-C programs), Title I in Action (an annual report), the annual Report of the Superintendent of Public Instruction, and the Report on Public Education in Virginia (an annual production detailing the extent to which Standards of Quality have been met).

Programs and resources available through non-DOE agencies include: ad hoc advisory committees created from time to time according to need (appointed by the Superintendent of Public Instruction when required by law or when needed for identification of problems); the six regional consortia for continuing higher education; and the State Superintendent's Advisory Council (seven regional advisory study groups made up of superintendents in each region who examine local school needs and advise the State Superintendent).

Various information/product retrieval services are available through ERIC (to be found at institutions of higher education, an office in the Department of Education, and LEAs), and others through Title I (coordinated with the DOE and Title IV-C), Title IV-C, and Project Follow Through.

Formalized processes for identifying and validating educational practices include those of the Virginia IVD, which has been in operation for four years working in cooperation with other states. All Virginia projects submitted to the JDRP are first certified by the state IVD. Those certified are funded by Title IV-C for three years. An average

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

of six validated projects have been operating each year over the last four years.

Dissemination Actors. Linkage activities in Virginia are carried out primarily by Curriculum and Instruction Supervisors (located in Richmond and in Radford), and to a limited degree by personnel in the Title IV-C office and the Federal Program Office. The State Facilitator and the Title IV-C Office cooperate to perform major linking functions, and set up awareness conferences to assist in project selection.

Coordination and Exchange. Representatives of various groups and agencies involved in dissemination in Virginia do conduct meetings to exchange ideas and information, but these are not regularly scheduled. The Department of Education has a Coordinating Council that recommends policy regarding information gathering, processing, and dissemination.

Client Impact. Most teachers are aware of the IV-C services and some use them regularly, while nearly all school administrators are aware of IV-C and about half are regular users. The situation is similar regarding Title I, with regular usage being somewhat higher than for Title IV-C among both teachers and administrators. About half the teachers and most of the administrators are aware of ERIC, and some teachers and administrators use ERIC regularly.

The Future. Lack of a fully developed, comprehensive, long-range state plan is the problem most evident in the area of educational dissemination, and Virginia hopes to develop such a plan in the coming years. In FY 1979, Virginia established a State Facilitator, through an arrangement with a private contractor, and the Facilitator is assisting in the preparation of JDRP submissions. Eighteen projects received funding as of March 1, 1979, and another 40 projects are funded as of July 1, 1979.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. West Virginia ranks 41st in land area, 34th in size of population, and 26th in population density. It ranks 34th in size of public school enrollment and 42nd in number of operating school districts.

This mountainous state leads the nation in the production of bituminous coal. Other major industrial factors are steel, glass, aluminum, chemicals, natural gas, oil, quarry products, and hardwood lumber. The main agricultural product is cattle.

West Virginia's per capita personal income of $5,460 ranks 38th in the nation, its per capita governmental expenditure for education ranks 43rd and this expenditure as a percent of personal income ranks 33rd (tied with Texas). West Virginia also ranks 33rd in estimated average public school teacher salary.

Forces for Change. Economic factors heavily influence West Virginia's dissemination and school improvement efforts. In some counties, financial support for the betterment of education is seen to be less than adequate. But despite pervasive fiscal restraints, administrators and disseminators in the state are constantly generating solutions to those problems which can be addressed with limited funds.

For example: a program of educational assessment has been developed that defines the educational goals of West Virginia. These goals encourage the efficient examination of educational progress while supporting direction for planning at all levels. The elements of this program are: 1) to establish common goals for education; 2) to establish learner objectives; 3) to identify surrounding condition variables; 4) to assess learner status; 5) to determine learner needs; and 6) to establish educational priorities.

Dissemination Programs and Resources. In 1972, the West Virginia legislature authorized the State Board of Education to establish multi-county Regional Education Service Agencies (RESAs) for the purpose of providing educational programs and services to local school districts. The tasks of the RESAs include: 1) administrative services (for example, educational planning, cooperative purchasing, computer services); 2) curricular services (such as subject matter consultants, auxiliary personnel, demonstration services); 3) media services (regional film libraries, educational and public television, audiovisual production and utilization); and 4) instructional services (for example, psychological services, diagnostic services, and programs for exceptional children). The units' financing comes from a variety of sources. They receive state appropriations and are eligible for federal monies. In addition, they can enter into service contracts with constituent counties. As established by state policy, the fiscal agent for the RESA is one of the participating counties.

Title IV has created an ongoing awareness system and diffusion process designed to advance replication of innovative and exemplary educational practices in the state. Its activities include collecting, evaluating, and selecting for dissemination educational materials (curriculum guides, manuals, audiovisual materials, etc.) produced by Title IV projects. The subject matter specialists and Title IV administrators of the SDE review such materials to determine their suitability for submission to the USOE and/or ERIC between September and June. The awareness system also distributes the Title IV Newsletter, the ESEA IV-C Promotional Catalog, and individual project news publications (upon direction of the Coordinator of ESEA IV). The awareness system annually sponsors a statewide dissemination conference for directors of Title IV projects, county superintendents, county dissemination specialists, and other potential adopters of promising educational practices. The conference features nationally recognized authorities on education accountability and evaluation, and demonstrates, in cooperation with selected project personnel, at least three promising educational practices.

The Appalachia Education Laboratory (AEL) Regional Exchange also fulfills an important role in dissemination in the state in cooperation with the SDE and local school officials.

The efforts of the Bureau of Vocational, Technical, and Adult Education include: 1) establishing channels of communication with prospective vocational education students and informing them of the benefits of vocational training; 2) involving vocational educators and interested persons and organizations in public information activities; 3) generating community support for vocational education through contacts with local industry and organizations; 4) encouraging the enrollment of both girls and boys in vocational programs that previously have been sex-stereotyped; 5) urging state legislators to act favorably on bills supporting the growth of vocational-technical education.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Also in vocational education, a study has been conducted to investigate the role that public information plays in vocational recruitment; to determine the effect of public information variables on vocational school enrollment and utilization; and to identify effective information techniques. Knowing which techniques to emphasize in an information program enables vocational educators to use their limited time in this area more profitably.

A linkage network has been organized in West Virginia to put people in touch with services and/or information sources. The state contact person for dissemination activities serves as the contact for the linkers throughout the state. Linkers in each RESA are currently being trained; the department plans to train linkers to serve in each county and each RESA in the state.

The Bureau of Vocational, Technical, and Adult Education has a well-recognized information/product retrieval service. A resource center is located at Cedar Lakes, West Virginia.

The Office of Libraries and Learning Resources in the West Virginia Department of Education serves the staff of the department and is available to professional educators throughout the state. The collection is comprised of approximately 1,200 books, 300 periodicals, the complete post-1970 Educational Research Information Center (ERIC) documents on microfiche, 600 16mm films, and 600 sound filmstrips.

The West Virginia Library Commission Reference Library serves state government officials and employees as a resource and information center, providing an extensive selection of materials (and access to a much wider variety of materials through inter-library loan). The on-line retrieval system provides access to nearly 70 Lockheed files.

Dissemination Actors. West Virginia has many individuals who are charged with performing linking functions in eduction, e.g.: the State Coordinator of Educational Programs Dissemination and Diffusion and the NDN State Facilitator, both in the Bureau of Services and Federal Programs, and the NIE contact person in the Bureau of Planning, Research, and Evaluation. In addition, the state has approximately 30 curriculum specialists in the Bureau of Learning Systems, a county director of federal programs in each of the 55 counties in the state, innovation and support specialists in the Bureau of Services and Federal Programs, and approximately 30 curriculum and instructional specialists within the counties.

Coordination and Exchange. All the members of the State Department of Education who are concerned with dissemination activities, dissemination representatives of the AEL, and the various designated linkers in the counties gather to discuss dissemination with great frequency. Since the department is currently in the planning stages for a State Capacity Building Grant, many meetings are held formally and informally to discuss major issues. Two linker training workshops have been held to train designated linkers in the RESAs and counties. More workshops are planned for the coming year (pending a Capacity Grant from NIE). Many informal meetings are held between the state contact person in the Bureau of Planning, Research, and Evaluation, the State Coordinator of Educational Programs Dissemination and Diffusion in the Bureau of Services and Federal Assistance, and the Coordinator of Program Development in the Bureau of Vocational, Technical, and Adult Education. Meetings are continually held between the state contact person and the AEL to plan conferences, workshops, and dissemination activities.

Client Impact. Most of West Virginia's teachers and nearly all of its school administrators are regularly using the state's available technical assistance and information, monitoring, consulting, and evaluating services. Adoption of validated programs in-state and through the USOE network is now becoming the mode in West Virginia.

The Future. The dissemination capabilities of the RESAs must be strengthened so that they can provide badly needed assistance to the more remote schools. A solid Capacity Building Program will make this and other improvements and expansions in the dissemination plans and operations of the state possible.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Florida ranks 26th in land area, 8th in size of population, and 13th in population density. It ranks 8th in size of public school enrollment and 40th in number of operating school districts

The state's economy is based primarily on tourism, manufacturing, and agriculture. Florida's industrial base is expanding, particularly in the area of research-oriented manufacturing connected to the Space Age. Florida also produces 80% of the nation's phosphate.

The Sunshine State ranks 29th in per capita personal income, 44th in government expenditures for education, and ties for 47th (with Missouri) in terms of these government expenditures as a percent of personal income. Florida's estimated average public school teacher salary ranks 41st among the states.

Forces for Change. A far-reaching Education Accountability Act covering local planning activities, student and grade-level performance standards, student progress, and basic skills education and remediation was passed by the Florida legislature in 1976. Many of its sections will have extensive effects on education. The Educational Planning measure within this act requires each school board to maintain a continual system of planning and budgeting designed to aid in identifying and meeting educational needs. This emphasis on the individual school as principal planning unit supports the already existing trend toward school-based management. The Pupil Progress measure establishes standards and procedures for assessing performance of public school students. There has also been accompanying basic skills legislation. The Accountability Act also stresses community involvement in education through its establishment of district and school advisory committees.

State assessment and functional literacy testing are presently issues in Florida. Assessment exams for grades 3, 5, 8, and 11 have been mandated by the legislature, with a remediation program required when scores are low. There is controversy among public educators, legislators, and other interested parties as to the validity of testing processes, the significance of test scores, etc. Also, test results are publicized by local news media, which contributes to the public's demand for effective programs in the basic skills.

Staff development legislation of 10 years' standing requires districts to prepare annual teacher inservice education plans. Further emphasis in this area has been provided by more recent Teacher Education Center (TEC) legislation requiring school districts and universities serving those districts to cooperate in inservice planning and implementation. The State Board of Education (BOE) has in turn mandated involvement in the TECs on the part of the state universities' colleges of education.

Federal mandates have provided for development of Individualized Educational Programs (IEPs) for exceptional children, and of Florida Learning Resource Systems (FLRS), coordinated by the Department of Education's (DOE) Bureau of Education for Exceptional Students. FLRS maintains 16 regional centers for the education of exceptional children.

The BOE has mandated Vocational Education Competency-Based Education. Through the Division of Vocational Education, competency-based classroom materials are under development, and will be distributed through inservice workshops offered by the DOE's Division of Vocational Education, its five regional offices, or by the materials developers at the Career Education Center at Florida State University.

Resolution of the relationship of land values to educational financing will have deeply felt repercussions. Presently, according to the Florida Education Finance Program passed in 1973, the distribution of tax dollars to school districts is based on the number of of full-time equivalent students within each district. This means that those districts with few pupils and high assessment of land value contribute proportionately more than they get back in education.

Florida's non-school-age population, including its large community of retired persons, is growing; and the demand for tourist services and service industry personnel indirectly affects vocational training and information dissemination.

The shift of focus in teacher training in Florida from pre- to inservice, a surplus of teachers, the rise of teacher unions and collective bargaining, and desegregation will all influence the future of education in the state.

Dissemination Programs and Resources. Florida has created the Florida Linkage System (FLS), a Research and Development Utilization (RDU) project aimed at assisting schools in the areas of change and problem solving. FLS offers training and linking agent services, and makes use of the Florida Resources in Education Exchange (FREE), an interactive information

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

retrieval service for all Florida educators, located in the DOE. Both FLS and FREE are coordinated by the DOE Office of Dissemination and Diffusion (ODD).

Florida's Title IV-C includes a state program for dissemination of regionally validated programs. It offers: 1) financial incentives, 2) quality control, 3) a complete product/training package, and 4) support personnel easily accessible nearby.

The Vocational Education Dissemination Program, operated by the DOE, provides curricular and instructional materials for K-12 and post-secondary students.

Many agencies outside the Department of Education (DOE) are important factors in Florida's educational dissemination. All colleges of education play major roles, as do the teacher unions and professional/school administrators' organizations. The regional Health Planning Councils are involved in bringing in new programs, as well as approving health care facilities. The Florida Education Research and Development Council (FERDC), a non-profit organization composed of representatives from 30-35 contributing public school districts, sponsors research, disseminates research information and district-developed materials, and conducts conferences. The Panhandle Area Educational Cooperative (PAEC), centered in Chipley, Florida, is a non-profit, nine-county association that includes dissemination in its activities. The National Diffusion Network's State Facilitator is located at PAEC and serves the entire state with validated programs.

The 42 TECs, serving 62 districts, focus on staff development and teacher awareness of training programs and opportunities. The federally funded Miami Desegregation Center aids school districts in meeting the requirements of desegregation by offering technical assistance, staff development, and curriculum materials. The Institute of Food and Agricultural Science (IFAS), sponsored by the University of Florida in Gainesville, is part of the agricultural extension agent effort; it has state and federal money for research and development, and disseminates in the areas of vocational education, home economics, and the farming community.

Title IV-C has an in-state identification/validation procedure. Florida also participates in the Vocational Technical Education Consortium of States (V-TECS), a national IVD process.

In addition to FREE and the NDN, Florida's information retrieval services include the Florida Education Information System (FEIS), located at FSU, which serves vocational educators. FLRS provides information packets on the exceptional child.

Dissemination Actors. All local personnel consider themselves charged with linking responsibilities.

Coordination and Exchange. Florida has bimonthly meetings of TEC directors coordinated by the DOE for discussion of current activities. No regularly scheduled cooperative interagency meetings exist at this time, although several educational diffusion conferences for representatives of state, regional, and local education agencies have been conducted in the last two years.

Client Impact. Few teachers but most administrators use FLRS with regularity, and nearly all administrators are knowledgeable about it. Very few teachers and only some school administrators are regularly using the services of Title IV-C demonstration sites, but most administrators are aware of them. An increasing number of administrators and teachers are using FREE. Very few administrators are using the NDN State Facilitator, but most are aware of the State Facilitator.

The Future. Florida sees a need for greater coordination among groups involved in dissemination, and for more mutual awareness across groups. The DOE might act as coordinator. The dissemination role of colleges of education may be enhanced. In the next few years, Florida anticipates an increase in use of dissemination services; institutionalization of FLS; and a shifting of dissemination funding from the federal to state and local levels.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Georgia ranks 21st in size of land area, 14th in size of population, 13th in size of public school enrollment, and 27th in number of operating school districts.

Industrialization in Georgia is increasing, and the state's factory products are now of a greater total value than the state's farm products. Georgia leads the nation in the production of paper and board, tufted textile products, and processed chicken. Clay products and the state's marble are also important to the economy.

Georgia ranks 37th in per capita personal income, 49th in per capita government expenditures for education, and is tied for 43rd (with Nevada) in terms of these expenditures as a percent of per capita personal income. The state's estimated average public school teacher salary ranks 34th.

Forces for Change. Georgia's standards for schools, priorities for Title IV-C funds, and career education policy are all set by the state. The State Board of Education has stressed the importance of research, development, diffusion, dissemination, demonstration, and evaluation in its R4DE Policy.

Title IV-C funding for school improvement efforts has been very effective in Georgia. In the last four years, at least one validated project has been adopted/adapted in each of Georgia's 187 school districts. Also, the improvement process developed under the old ESEA Title III is still active and valuable.

In order to balance the disparities in educational opportunity caused by inequitable wealth of local systems, 16 intermediate units called Cooperative Educational Service Agencies (CESAs) have been created to provide consultative and supportive services to participating systems. Each CESA serves to improve the levels of technical assistance available to all students. State Facilitator funds go into each intermediate unit. These units play a very important part in the state's dissemination activities.

Georgia has competency-based teacher certification and a new competency-based high school graduation policy. There is a legislative provision for flexible funding based on comprehensive planning at the local level. A state-funded staff development program operates out of the State Department of Education (SDE). The state has provided significant levels of funding, over and above federal contributions, for CESAs, staff development, and adoption/adaptation efforts.

Dissemination Programs and Resources. Title IV-C and regional staff development consultants operate out of the State Department of Education (SDE). These consultants provide assistance to educators in needs assessment, needs analysis, solution selection, proposal writing, and project evaluation. The SDE also offers funding and planning for leadership training to Georgia school administrators. Many educational improvement efforts in such areas as vocational education, special education, and nutritional education emanating from the SDE.

The Georgia Research and Development Utilization Project (RDUP), operating out of the SDE with federal funding, is an experiment in dissemination. Its primary purpose is the fostering of educational improvement through the cooperative use of staff and resources from the SDE, intermediate service units (CESAs), and local education agencies (LEAs). The linking of these agencies to plan and carry out improvement has resulted in three potent and immediately applicable outcomes: 1) a systematic process for planning educational improvement has emerged; 2) linker competencies to support the process have been identified, and training has been completed; and 3) resources have been gathered and tools created to support the process and the work of linkers in accomplishing educational improvements in LEAs. These outcomes, as applied in the Georgia RDU Project, constitute a system for delivering services in research and development (R&D) utilization and for developing capacity to use those services. The system is established and working.

The Georgia Dissemination Capacity Building Project (CBP) helps educational decision-makers to readily attain information about methods, materials, programs, and practices that have been developed and tried by others. The project also aims to improve the technical assistance available to local systems in finding and evaluating alternative problem solutions. A third objective is to improve the coordination of information resources and technical assistance available to local educators from the SDE.

The Education Information Center (EIC) within the SDE provides literature search and analysis services, including computer search of ERIC and other education-related databases, to public school administrators and consultants. The center also maintains an extensive micro-fiche

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

file and document collection which are open to all.

For the past six years, Title IV-C has conducted a state-level validation process for developmental projects. (The National Diffusion Network was patterned after the Georgia model.) This process is based on two onsite visitations and a final assessment. With passage, a project becomes eligible for JDRP validation. State-validated developmental sites may also become models for adoption/adaptation in Georgia, in which case Title IV-B grants are available for program dissemination.

Since 1978, Emory University has conducted a number of dissemination institutes sponsored by the National Science Foundation. These institutes focus on the elementary and middle school levels. Curriculum projects selected for presentation display new methodologies for teaching the sciences, math, and social sciences, and new scholarship in these disciplines. The institutes provide scholars with a forum for presentations on teaching in their areas of specialty and for discussion concerning the application of educational change research. Participants include principals, curriculum coordinators, teacher leaders, school board members and parents.

The varying special education needs of Georgia's rural, urban, and suburban LEAs are addressed through the Georgia Learning Resources System (GLRS). The 16 GLRS sites operate under the guidance of the SDE and function as LEA consortia, dispensing funds and organizing programs for the LEAs in their respective state regions. Adaptive programming for rural, urban, or suburban areas is left to the discretion of the GLRS sites.

Of the 45,000 teachers in the state in 1977-78, approximately 6,000 taught special education. Georgia's colleges and universities offer a wide range of cross-categorical programs to train teachers in special education. These programs are primarily concentrated in Atlanta and Athens, Georgia; however, a consortium of agencies, the SDE, and institutions of higher education (IHEs) is being developed that will facilitate the movement of preservice training to more generally accessible areas of the state.

Georgia's NDN Facilitator Project is located at the University of Georgia (UGA). In its first year of operation as a single, coordinating site, emphasis has been on identifying and publicizing the resources and services that will be available in cooperation with the SDE, the Center for Curriculum Improvement and Staff Development (UGA), the Department of Cirriculum and Supervision (UGA), CESAs, and the Georgia RDU Project. Areas to receive special emphasis will include: reading, comprehensive planning, math, competency-based high school graduation, career education, performance-based teacher certification, special education, kindergarten and early childhood education.

Dissemination Actors. Georgia maintains one facilitator in each of its 16 CESAs; there are also 250 CESA subject consultants. The SDE houses approximately 100 consultants in numerous content areas, Title IV-C, and special projects such as the RDUP. Twelve Regional Directors serve as links between the SEA and local superintendents. Funded through the Bureau of Education for the Handicapped, the Georgia Learning Resources Center supports 16 linking agents statewide. In addition, there are approximately 1,000 local supervisors, consultants, and curriculum directors whose responsibilities for educational improvement in their various areas entail substantial linking activities.

Coordination and Exchange. Representatives of the SDE and intermediate agencies meet several times during the year for purposes of cooperative consultation and resource development. Cooperative efforts of these agencies are focussed through the State Facilitator Project, the RDUP, and the CBP.

Client Impact. More school administrators than teachers are aware of, have access to, and regularly use the dissemination services available to them in Georgia; overall use is described as moderate.

The Future. George anticipates improvement of its idea- and information-sharing mechanisms, and of its technical assistance programs. The future will generally see more extensive coordination of dissemination services and activities by the SDE.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Kentucky ranks 23rd in size of population, density of population, and size of public school enrollment. The state is 28th (tied with Colorado) in number of operating school districts.

Kentucky produces some of the nations's best horses, whiskey, and tobacco, as well as sizable quantities of native asphalt, coal, corn, and oil.

Per capita income in Kentucky is $5,379, 42nd in the nation, and the state's per capita governmental expenditure for education ranks 46th. This expenditure as a percent of personal income ranks 33rd (tied with West Virginia). Kentucky's estimated average public school teacher salary is 40th among the states.

Forces for Change. Kentucky has several programs and mandates designed to stimulate progress in education. At the state level, the Kentucky Education Improvement Act of 1977 requires basic skills testing of all public school children in grades 3, 5, 7, and 10. Under the state's requirement for advanced certification, teachers must make regular progress toward advanced degrees if they wish to remain certified. The state also offers competitive grants to local education agencies (LEAs) for the refinement of their Gifted and Talented programs. There is also the Kentucky Professional Improvement Program, created to improve staff skills in self-identified areas. Funding has been secured for a Kentucky State Department of Education (SDE) Dissemination Plan and for expansion of the Department's Materials Center.

Kentucky was a member of the Interstate Project on Dissemination, and is in the first cohort of State Capacity Building Grantees. The state will no longer be a grantee beginning June 30, 1979, when it becomes state-funded. The SDE-created Office of Communication Services, which houses dissemination efforts, was reorganized in 1976. The abolition of the Kentucky Education Development Districts, also in 1976, has brought about further adjustments. The coal tax, which directly benefits the school system, and the general increase in state funds to LEAs both have had salutary effects, as has the development of the Kentucky Educational Television Network. New federal mandates in such areas as Titles I and IV, vocational education, and education for the handicapped have dictated changes.

Dissemination Programs and Resources. Most dissemination activities in Kentucky emanate from the SDE. The Office of Communication Services therein houses several activities. One is its Unit for Dissemination, which is charged with developing and coordinating the state dissemination plan and a linkage system (through the State Capacity Building Grant), as well as with development of communication media and the maintenance of "Important People-Important Programs" (IPs), a file of promising practices. Also within the Office of Communication Services are: the expanded Materials Center, a resource base for local schools; the unit for Information Retrieval; and the Division of Publication, which produces Ednews, "New Shapes in Education" (for public and commercial T.V.), "Education Speaks" (for radio), and miscellaneous newsletters, other publications, and product packages. The Office of Research and Planning houses the NDN Facilitator Project and Title IV. (The IV-C Program, besides providing yearly grants, offers an inventory of programs.) The Bureau of Instruction has a Curriculum Lab, the Cadre System (a linkage team system disseminating information related to the Improvement Act), and is responsible for Title I dissemination. The Bureau of Vocational Education has the Vocational Curriculum Development Center and an RCU (Research Coordinating Unit) which sponsors an OMNIBUS Dissemination Project. The Bureau of Exceptional Children has a Division of Field Services with 16 consultants who act as linkers to local schools. Additionally, Kentucky has several national dissemination projects: the Hazard Career Education Program; the Jefferson County Career Education demonstration project; RE-ED School (also in Jefferson County); and the Louisville Pre-Education School. Each of these has its own dissemination activities. Jefferson County, the largest school system in Kentucky, has established Flexible Service Day, a program that allows an available day for professional improvement. An Educational Development Center is part of this program. The Early Diagnosis of Disabilities through Inservice Training (EDIT) consortium operates in Jefferson County and six other counties. This project trains teachers in classroom testing of educational innovations related to exceptional children. Kentucky also has seven educational consortia that are independent of the SDE, each with its own dissemination functions.

The SDE has full Lockheed DIALOG System retrieval and complete ERIC microfiche within the Office of Communication Services. Several universities also have ERIC microfiche collections. The Office of Communication Services offers its outstanding programs file (IPs). The Materials Center is an information base.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

A Department management information system is in the process of development.

An SDE program for validating educational practices is being developed by the Unit for Dissemination and Title IV as a joint effort. It will group programs by verification level: promising, outstanding, and validated. This program will be used as a basis for the awarding of Demonstration Site Grants.

Dissemination Actors. Three Area Dissemination Coordinators and 207 Local Dissemination Representatives within the Unit for Dissemination perform linking functions, as does the National Diffusion Network's State Facilitator. There are also other persons in Kentucky who act as linkers in a more general sense.

Coordination and Exchange. Within the Unit for Dissemination, the Regional Dissemination Advisory Council and the State Dissemination Advisory Council meet quarterly to discuss and act cooperatively upon dissemination policy and programs. The Department's Dissemination Coordinating Committee meets monthly as an adjunct to the Unit for Dissemination's staff meeting. At the local level as well, various consortia meet monthly with LEA superintendents to talk over dissemination-related issues.

Client Impact. Most school administrators in Kentucky are aware of and are employing the Information Retrieval System, Materials Center, linkage system, NDN, and Title IV-C dissemination services. Teacher awareness of the above services ranges from 10% to 60%, with the Retrieval System, Materials Center, and Title IV-C being the best known. The Office of Communication Services' information system handles about 1,500 requests monthly.

The Future. The Unit for Dissemination anticipates completion and implementation of its dissemination plan by December of 1978, with institutionalization of the program by June 30, 1979. The state anticipates a general improvement in educational practices through dissemination.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

TENNESSEE

Demographic, Economic, and School Statistics. Tennessee ranks 34th in land area and 17th in size of population, placing it 19th in terms of population density. The size of its public school enrollment ranks 17th and its number of operating school districts ranks 33rd.

Tennessee is now predominantly industrial, and the majority of the state's population now lives in urban areas. Stone is Tennessee's leading mineral in dollar value, with cement ranking second, and coal third. The state ranks first in the production of ball clay, zinc, pyrite, and marble and, with fifty colleges and universities, is the academic center of the South.

Tennessee ranks 44th in per capita personal income, 50th in per capita governmental expenditures for education, and 25th (tied with Idaho) in terms of this expenditure as a percent of personal income. The state's estimated average public school teacher salary ranks 37th.

Forces for Change. In 1976, Tennessee's Commissioner of Education authorized the Instructional Improvement Program, requiring that each school system annually submit a plan for the upgrading of teaching procedures. In addition, proficiency testing has been mandated by the State Board of Education, and by 1982 all high school seniors will have to prove accomplishment before being graduated. These two factors are expected to catalyze a substantial elevation of the quality of education in the state.

As in many states across the nation, vocational education in Tennessee is showing vigorous growth. Rapid expansion of facilities and proliferation of programs demand both an increase in dissemination of awareness information and an acceleration of improvement efforts. In response to these needs, the Vocational Education Basic Grant has allocated program improvement funds for applied research, exemplary and innovative programs, curriculum development, guidance and counseling, and elimination of sex bias. These monies are administered by the Research Coordinating Unit (RCU).

Dissemination Programs and Resources. Tennessee has developed a comprehensive dissemination plan under its NIE Special Purpose Grant. Thus far, there has been no legislative mandate for dissemination; and at present, state agency dissemination activities are fragmented. But with the creation of a new position--that of Dissemination Capacity Building Project Director--disparate dissemination efforts hopefully will now be aggregated, focused, and coordinated. This project will expand the present resource base through development of an information acquisition, retrieval, and referral (ARR) system. The system will install a mechanism for centralizing organization encompassing the various programs and information bases within the Tennessee State Department of Education (SDE). In order to promote communication and information exchange procedures, staffs of both the SDE and local education agencies (LEAs) will be involved in workshops consisting of ARR system training and resource identification activities. Training will emphasize the responsibilities of participants as both users and linkers of educational information. ERIC computer search services are being conducted via either the Center for National Research in Education at Ohio State University or Appalachia Educational Laboratory's Research and Development Exchange (AEL/RDx). ERIC files are available through the RCU in the Division of Research, Planning, and Evaluation.

The National Diffusion Network (NDN) State Facilitator operates from the University of Tennessee in Knoxville.

Title IV in Tennessee has an 18-month-old validation process (adapted from the IVD process) designed to earmark outstanding programs and to foster their adoption. So far, five programs have been identified for validation/adoption with Title IV-C funds. (There have been six resultant adoptions, with three to five more proposals in development.) Candidates for validation are required to substantiate their success, prove exportability, and specify resources necessary for adoption. Some dissemination occurs at Title IV Regional Conferences, and a catalog of Title IV projects is available; but each project is responsible for disseminating information about itself within its own school system, usually through the use of newsletters. Title IV employs educational television, brochures on effective projects, and cooperative arrangements with professional organizations in its dissemination efforts. In addition, the validation/adoption process is beginning to expand outside Title IV, so Tennessee schools can look forward to having a larger bank of resources from which to cull solutions to their individual educational problems.

At present, Tennessee's innovative vocational programs are disseminated by the National Center for Research in Vocational Education. In-state efforts to apprise LEA personnel and

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

other interested parties of available funds and technical assistance, successful programs, and services and resources are chiefly made through the Resourch Coordinating Unit. The RCU holds proposal-writing/technical assistance workshops to aid potential contractors in making application for program improvement funding. The RCU Circulator, a periodic newsletter sent to district offices, local directors, and vocational teachers, is used to spread awareness-level information concerning services, follow-up study and MIS data, and research/exemplary projects. Similar activities are conducted by Career Education, Community Education, Adult Education, and other programs.

Whenever possible, large gatherings are employed as opportunities for dissemination of education information. Regularly scheduled program directors' meetings are used as vehicles for communication about ongoing or new programs, planning and manpower, and services and resources. Periodic statewide conferences are likewise employed as a means of expanding awareness of innovative programs in education and of procedures for applying for and/or adopting such programs.

Dissemination Actors. In addition to the Director of Dissemination and the Capacity Building Project Director, Tennessee has an ESEA Title IV dissemination specialist and a Research and Planning dissemination specialist, both located in Nashville. The state also has nine Development Districts, which carry on dissemination after obtaining clearance from local superintendents. Each Development District has a staff of specialists who conduct inservice workshops for instructional staff. Other specialists in specific programs within the Office of Instructional Services (for instance, Community Education) have responsibility for dissemination in the field; so do specialists in general divisions (e.g., the Communications Specialist in Vocational Education who serves a linking function), along with the RCU staff. The Vocational Education Division is also in the process of establishing coordinating committees within the nine Development Districts as a means of improving articulation and communication.

Coordination and Exchange. Tennessee has all the components of a good networking system, and given the necessary time and funds will pull these independent elements together into a smooth scheme of informational exchange.

Presently, project directors from various programs confer to outline dissemination activities. Plans are being formulated for regularly scheduled meetings of all SDE personnel for the purpose of contributing to and utilizing the information resource bank. Also in the planning stage are a series of monographs and workshops, both addressing dissemination strategies. Human Resource and Promising Practices files are also being compiled.

Client Impact. Nearly all school administrators, but only some teachers, are aware of and know how to employ the State Facilitator and Title IV programs; approximately half are acquainted with ERIC, and some know how to use the system and do with regularity.

The RCU maintains a record of formal requests for publications and searches. Two or three times a year, teachers and administrators are sent information regarding services available. Presently, the RCU service is experiencing only a 10-15% usage rate.

The Future. At the present time, centralization and further correlation are needed within and between all departments. Development of a statewide coordination plan is underway, despite limited funds.

A Capacity Building Grant has been awarded for the purpose of funding: 1) development of an information resource bank; 2) coordination of dissemination efforts in the SDE and statewide; and 3) training SDE and district staff in dissemination skills and responsibilities.

Some specific alterations anticipated in Title IV are: 1) a centralized system for validation that crosses program lines; 2) a core of adopters of validated projects to act as turnkeys; 3) a smoothly running management system for making school administrators and the public aware of services available; 4) significant adaptations of particular programs and validation of those adaptations; and 5) all ESEA Title IV-C developmental programs applying for state validation.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

ILLINOIS

Demographic, Economic, and School Statistics. Illinois ranks 5th in size of population and in size of public school enrollment, and 4th in number of operating school districts. With a strong and varied economy, the Prairie State ranks high in manufacturing, coal mining, farm cash income, and oil production. The Chicago area is a great center of manufacturing, transportation, and trade.

The state's per capita personal income ranks 5th in the nation, but its per capita governmental expenditures for education rank 22nd, and these expenditures as a percent of personal income rank 45th (tied with Pennsylvania). Illinois ranks 8th in estimated average public school teacher salary.

Forces for Change. The Illinois State Board of Education annually sets goals and priorities for the Illinois Office of Education (IOE). Priorities include the arts in general education, sex equity, etc. Local education agencies (LEAs) set their own priorities in these areas.

Various regional centers work to bring about educational change in Illinois. These include centers in career guidance and special education, the Illinois Centers for Educational Improvement, Displaced Homemakers Centers, Area Service Centers for the Gifted, and Teacher Centers.

Dissemination Programs and Resources. The Illinois Office of Education, with the aid of Capacity Building funds, has created the Illinois Resource and Dissemination Network (IRDN). This network is an educational information retrieval system designed to assist local educators in acquiring educational knowledge, and facilitate problem solving. Information is retrieved both manually and by computer. The IRDN consolidates intra-agency resources through use of a Resource Identification Survey, and coordinates dissemination of all relevant information from the state agency. The consultants of the five Program Service Teams (PSTs) link the IRDN to LEAs. The network is tied to a needs assessment process called the Illinois Problems Index (IPI), a six-step process that involves school personnel, community members, and students in prioritizing their needs.

Other dissemination-related organizations are also made available by the IOE: the Midwest Bilingual Education Service Centers; Gifted Area Service Centers; Regional Arts Advisory Committees; two federally funded Teacher Centers; the Illinois Centers for Educational Improvement, which fund resource utilization and adoption activities; and the East Central Curriculum Management Center (ECCMC), one of six federally funded adult vocational and career education curriculum coordination centers.

Outside the IOE, there is the Illinois State Facilitator from the National Diffision Network; the Illinois Arts Council; the Alliance for the Arts; and the Illinois Parents Alli the Education Information Centers funded through the Illinois State Scholarship Commission.

In its resource role, IRDN supplies computerized information retrieval. It has access to approximately 85 databases of the DIALOG information system, with major retrieval from the ERIC data file. In addition to these commercial databases, IRDN is compiling two files unique to Illinois: an Illinois Resource File (IRF) containing descriptions of the state's educational programs, practices, and products; and a Human Resource File (HRF) listing educational consultants within the state.

Other information/product retrieval services are available in Illinois through: ECCMC; ERIC Clearinghouses (located at universities); the Illinois Library Network; and MaRC (Materials and Resource Center--the Illinois Office of Education's professional library).

The Title IV Diffusion Network has a formalized identification/validation process. The IRDN conducts Resource Identification Surveys, as mentioned, and is planning for development of a validation model for qualifying educational programs. This model is an alternative to the JDRP.

Dissemination Actors. There are PST consultants located in five regional offices throughout the state (Chicago, Springfield, DeKalb, Champaign, and Mount Vernon). Approximately 75 educational consultants make up these five teams. The consultants interact regularly with the educators in their areas, assisting them with identified problems through the provision of material, human, and financial resources.

The Educational Service Regions (ESRs) serve as intermediate units of service and organization in Illinois, linking LEAs with available resources. The over 1,000 school districts are clustered into about 57 ESRs, each of which has linking agents.

Coordination and Exchange. Representatives of various agencies meet on an informal basis to discuss dissemination. Some cooperative arrangements have been made. The IRDN and the

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

the ERIC Clearinghouses have developed training programs and resource packages together. ECCMC has arranged for IRDN to provide ERIC searches as part of the ECCMC search process. The Regional Exchange at CEMREL is heavily involved with IRDN in planning and evaluation.

Client Impact. About half of Illinois' teachers are aware of the services available to them through the Illinois Resource and Dissemination Network (IRDN), the Program Service Teams (PSTs), the Illinois Office of Education (IOE), and East Central Curriculum Management Center (ECCMC). Some teachers use these services regularly. Nearly all school administrators are aware of the IRDN, PST, and IOE services, and most use them on a regular basis; about half know and regularly use ECCMC.

The IRDN services approximately 350 information requests each month. The ECCMC responds to approximately 250 per month. All other sections of the State Office disseminate information and resources regularly.

The Future. Illinois is in need of a formal plan for coordinating the IOE's dissemination efforts with those of higher education and of other dissemination agencies. Such a plan is now being developed.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

INDIANA

Demographic, Economic, and School Statistics. Indiana ranks 38th in land area and 12th in both size of population and size of public school enrollment. In population density it ranks 14th, and in number of operating school districts, 21st.

Indiana is one of the nation's manufacturing leaders, with the heavily industrial area along its Lake Michigan waterfront turning out great quantities of iron and steel and oil products. Indiana also ranks high in the production of many agricultural products.

Per capita personal income is 24th in the nation, and per capita governmental expenditure for education ranks 33rd. This places Indiana 39th in terms of governmental support for education as a percent of personal income. Indiana ranks 22nd in the nation in estimated average public school teacher salary.

Forces for Change. The State Board of Education has passed Rule C-1, which calls for evaluation of student progress through testing, teacher observation, and other sound educational methods in language arts, social studies, math, and science. Standards are set by local communities, and local advisory committees develop program plans based on local resources. Annual evaluation is to be done in grades 3, 6, 8, and 10, or at comparable grade intervals. Both plans and results of plans are reported to the state. A test for high school graduation is a local option. Compensatory schooling is provided for those who do not pass.

The State Board of Vocational and Technical Education (SBVTE) has developed a state plan that gives high priority to performance-based vocational education (PBVE). It also strongly supports a network of dissemination centers which provide inservice training, information, and materials for PBVE, placement and follow-up services, and vocational exploration.

A freeze on property taxes, in effect since 1973, has reduced the level of funds available to be spent on education. However, a property tax replacement program, instituted by the governor and legislature in 1973, has resulted in a much higher standard of assistance from state to local school systems, and has allowed for equalization throughout the state owing to reduced dependence on property tax revenues on the part of local districts.

Dissemination Programs and Resources. The Indiana Department of Public Instruction (DPI) is the recipient of a Special Purpose Grant. A proposal for a Capacity Building Grant is planned for June, 1979. Each of the 24 divisions of the DPI is involved in dissemination activities, a few of which are summarized below.

Indiana's Project IRIS (the Instructional Resource Information System), housed in the Division of Innovative Education, has two major purposes: to establish a dissemination strategy for innovative programs and practices, and to provide training for identified disseminators. In keeping with these purposes, the project's activities include inservice training events and establishment of a network of cooperating school districts (the Dissemination/ Diffusion League). Among the project objectives are: developing communications linkages among league schools; installing an NIE-developed program or practice in ten league schools to demonstration sites statewide; and researching ways to define schools with innovative program needs and products.

The Division of Adult and Community Education administers funds for the Adult Education Act (PL 91-230) under which the state is mandated to spend 10% of the total grant for special demonstration and teacher training projects. Each year, Requests For Proposals are issued; one RFP specifically involves disseminating the results of successful projects.

An example of non-DPI dissemination activity in Indiana is the Indiana Facilitator Center (IFC) at Logansport, which is involved in dissemination of JDRP-validated NDN programs, in-state IV-C validated programs, and exemplary Title I projects. In its fifth year of operation, the IFC is constantly expanding and revising its dissemination processes.

The Consortium for Urban Education has received a grant from the Fund for the Improvement of Postsecondary Education to establish the Adult Education Information Center in Indianapolis. The center functions as a collection and dissemination point for postsecondary educational training opportunities available in the greater Indianapolis area, and provides information-gathering and decision-making methods for clients who may be uncertain of their career or educational interests.

The Indiana Federation for the Council for Exceptional Children holds an annual conference featuring outstanding programs from selected school districts around the state. Several programs from the NDN are also presented at this conference in mini-awareness sessions.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Indiana's vocational education dissemination centers are working together to provide a network of coordinated services to the state's educators in the areas of curriculum, R&D, professional development, and vocational exploration. The network comprises (1) a curriculum materials center, (2) an inservice training and curriculum implementation project, (3) two vocational exploration centers, and (4) an information retrieval and publication service. Together they provide information organization and retrieval services, including on-line searches, information production and dissemination, consulting services, and technical assistance.

Other information/product retrieval services available to Indiana educators include: on-line literature searches of commercial data bases at Indiana University Library, Purdue University Library, the State Library, and the Indiana University Medical School Library; ERIC microfiche collections available at nine locations in the state; the library collections of four state universities and their satellites; on-line searches of state statistical data in many statewide locations from INDIRS (Indiana Information Retrieval Service); and the NDN products and services from the IFC.

Formalized processes for identifying and validating educational practices include those of the Division of Innovative Education which uses the IVD process for validating in-state Title IV-C ESEA projects. This process has been in effect since the early 1970s. Programs that attain a successful validation rating become eligible for Title IV dissemination grants. The Division of Innovative Education also provides Replication/Adoption Grants to LEAs to support the implementation of validated in-state Title IV-C and JDRP-approved NDN programs (since 1977-78). The Indiana Facilitator Center cooperates with the IV-C office during all phases of the Replication/Adoption Grant dissemination process (spread, exchange, choice, implementation).

During 1978-79, the Division of Compensatory Education will be establishing guidelines and criteria for those LEAs that may have Title I ESEA programs worthy of being identified for validation consideration.

Dissemination Actors. All DPI consultants (Indianapolis) provide linking services. Some divisions have identified specific individuals who are in charge of dissemination activities (Title IV-C, Title I).

The IFC serves all elementary and secondary public and non-public schools in the dissemination of JDRP and state-validated projects.

In vocational education, state agency staff of the SBVTE and the DPI Division of Vocational Education are the primary linkers. Vocational education network centers provide these state agency staff with information and services and also serve as linkers to vocational educators.

Coordination and Exchange. The Facilitator Staff meets periodically with Title I and Migrant Education divisions of the DPI. Cooperative arrangements have been used in the above context. Currently, the DPI lacks central organization and an overall coordinator for education dissemination activities. Plans are being made to rectify the situation.

All vocational education network centers coordinate their activities and resources with one another, and with state agencies, educational institutions within the state, and national networks. The network members have met three times and have, since then, doubled their cooperation with one another. They have increased interservice referrals and planned awaresness-raising efforts.

Client Impact. Most of the state's school administrators are aware of the dissemination and/or consultant services available from the DPI, the IFC, and the vocational dissemination centers, and many regularly use the services. Approximately 1/3 to 1/2 of the teachers are aware of these services, but few make use of them on a regular basis.

The Future. The primary goal of those trying to improve educational dissemination in Indiana is the development of a network to coordinate activities and services and to avoid duplication.

Other goals include the development of the Title I in-state validation process and the setting up of a state demonstration network of Title I projects, along with the development of a computerized information retrieval system for the Indiana Facilitator Center.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic Economic, and School Statistics. Michigan ranks 7th in the nation in size of population and size of public school enrollment, 12th in population per square mile, and 9th in number of operating school districts.

The northern peninsula of Michigan is primarily mining and timber country, while the southern part of the state is agricultural and manufacturing country. The headquarters of all the nation's automobile manufacturing companies are located within 85 miles of Detroit, and the area contains many and varied other manufacturing concerns. Michigan also has the largest area of inland water for fisheries in the world.

Michigan's per capita personal income ranks 18th among the states (tied with Ohio), its per capita governmental expenditure for education ranks 10th, and this expenditure as a percent of personal income ranks 16th. Michigan's estimated public school teacher salary ranks 5th in the nation.

Forces for Change. A firm financial commitment on the part of the state has ensured that appropriate resources for education will be available in Michigan. Strong and effective teacher unions help keep the level of public school instruction high.

State legislation requires local districts to submit plans for the execution of career education programs. Chapter 3 legislation provides funds for improvement of instruction in high-need districts having disadvantaged students. Professional development legislation has allocated funds for establishing regional inservice training centers, and bilingual education legislation provides funds for local implementation of programs.

The State Board's High Needs Program directs state and federal funds to target schools; these schools are required to use all such resources for the purpose of improving student achievement. Incentive funds are available to individual schools wishing to undertake a comprehensive problem-solving and planning model. The Michigan State Department of Education (SDE) will also provide funds and other resources to districts that are committed to implementing the state's Accountability Planning Model.

Dissemination Programs and Resources. The Information Dissemination Center, established by Michigan's Capacity Building Project, provides a broad variety of resources to state, intermediate, and local education agencies, including literature searches, a dissemination newsletter, and human, material, and project resources. Professional Development Centers provide liaison information exchange among the State Department of Education (SDE) and State and National Education Associations (MEA/NEA). The Career Education Dissemination Project (CEDISS) facilitates the introduction of available career education projects to local districts through a statewide training process, assisting local staff and communities at 60 selected sites to acquire and upgrade skills needed to identify local career education needs, make decisions, and implement selected outcomes. Outside the SDE, Career Education Planning Districts (CEPDs) also provide local school districts with consultant services and access to resources in career education program development, and the Michigan State University Career Education Center offers large-volume curriculum materials at minimum cost.

ESEA Title IV-C provides resources and incentives to local school districts for the planning of educational innovations, their development as demonstration sites, and promotion of adoption of these validated innovations through the state-funded Michigan Adoption Program (MAP), which includes within it the services of the National Diffusion Network (NDN).

Right to Read offers a "trainer of trainers" model (the TRIM model) to assist local education agencies (LEAs) in increasing students' achievement levels to state reading assessment minimum objectives.

The Michigan Reading Association is comprised of reading specialists who disseminate minimum performance objectives and resources for meeting them throughout the state. The State/Federal Program Specialists Association is made up of program specialists who disseminate information concerning funding for educational innovations. The Michigan Education Research Association, composed of education research specialists, provides a forum for new research papers written in the state.

The Special Education State-Wide Dissemination Network publishes a newsletter. The SDE's Vocational Technical Curriculum Center coordinates available state and national curriculum resources in vocational education; and the bilingual and migrant education divisions within the SDE coordinate available resources in their respective areas.

Michigan also conducts a Compensatory Education Conference/State Innovation Fair annually.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

The Michigan Occupational Information System (MOIS), through training, increases local districts' access to its comprehensive on-file occupational information system.

The 22 Regional Education Media Centers (REMCs) in Michigan provide local school districts with local access to resources based on a population division of the state. The REMC Telecopier Network is a technological system of two-way communication through which the SDE and local districts can exchange information.

The Information Dissemination Service Center offers retrieval of information on Michigan education resources to school districts.

State Library Services offers traditional library education resources as well as the on-line resources of DIALOG, ORBIT, and the New York Times national databases.

The University of Michigan, the ERIC Clearinghouse in Guidance and Counseling, and 17 education sites (including institutions of higher education, intermediate school districts, and public library cooperative headquarters) give local school districts access to on- and off-line education resource information.

The state has a classification process that functions in a manner similar to that of the Joint Dissemination Review Panel. The Deputy Superintendent chairs the classification committee; Associate Superintendents and some service area directors sit on the committee. Programs are judged on evidence of success and replication potential. Those that have been classified are designated as demonstration sites and funded to assist districts in implementing their practices. Implementing districts are also provided with minimal funds for such initiation. Most of these activities are funded with Title IV-C dollars. The Regional Supplemental Centers identify promising practices in their regions for potential validation and state classification.

The Experimental and Demonstration Centers program within the SDE also works with schools and other service agencies to validate and classify promising practices.

Dissemination Actors. Approximately 1,000 persons in Michigan are charged with linking functions. Some are located at: 22 Regional Education Media Center sites, 58 intermediate School District sites, and 10 Regional Supplemental Centers sites. There are 58 Career Education Planning District Coordinators; 22 Curriculum Resource Consultants at regional sites; 31 Key Communicators at intermediate school districts; 31 Career Development Center directors at building level; and various building-level designated persons.

Coordination and Exchange. Regional Supplemental Centers, Vocational Education Career Development Centers, Special Education Resource Centers, and Regional Educational Media Centers hold monthly meetings in Michigan. The SDE's Dissemination Task Force meets quarterly. Michigan is planning to implement a statewide panel on dissemination.

Client Impact. Michigan's teachers and school administrators are regularly using the education search services of the SDE through the Michigan Adoption Program which includes the Information Dissemination Center at the State Library. About half use the services available through the NDN. Most employ the services of Special Education with regularity. The SDE's ERIC Division responds to approximately 200 information requests per month.

The Future. State dissemination plans and operations in Michigan are in need of improved coordination with higher education and teacher unions; and of greater emphasis on evaluation, secondary school projects, and identification of local promising practices. The state expects that the next five years will see an improved evaluation design and formalization of the informal communication system.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

MINNESOTA

Demographic, Economic, and School Statistics. Minnesota ranks 19th in size of population, 18th in size of public school enrollment, 33rd in population per square mile, and 14th in number of operating school districts.

Agriculture and manufacturing are equally important in Minnesota. A few square miles in the northern part of the state produce about 60% of the nation's iron ore.

Minnesota's per capita personal income ranks 26th among the states, but its per capita governmental expenditure for education ranks a much higher 5th, and this expenditure as a percent of personal income ranks 8th. The estimated average public school teacher salary in Minnesota is 12th in the nation.

Forces for Change. Minnesota has a long history of support for educational development. The state is characterized by strong labor unions, stable demographic makeups, and a high degree of technical sophistication. There is heavy involvement in education on the part of the business community, and strong practice support for special education; emphasis is placed on vocational education. Local education agencies (LEAs) have control in the decision-making process.

The state has a plan for equalization of educational opportunity, whereby districts are compelled to make equal efforts in the realm of school financing regardless of their comparative wealth.

The legislature has mandated Planning Evaluation Reporting on curriculum and school/community activities for local school districts. Technical assistance in developing plans is offered to districts through the state's 9 mandated regional Education Cooperative Service Units (ECSUs).

The ECSUs' purposes are: 1) cooperative planning for school improvement; and 2) facilitation of cooperative consortium activities for and with LEAs (purchasing, inservice, media services, etc.).

The Educational Planning Task Force, also mandated by the legislature, engages in local and regional planning and projection in such area as enrollment, finance, transportation, and curriculum.

Minnesota's "joint powers" legislation allows schools to collaborate on activities for the sake of efficiency. An example of such collaboration is the Minnesota Educational Computer Consortium, which provides instructional and management information services to all districts.

Dissemination Programs and Resources. The Minnesota Facilitator Projects have three regional sites which work cooperatively with the Department of Education (although not officially part of the Department). These operate out of different settings--one from a Teacher Center, the others from ECSUs. Staff of the Facilitator Projects are in communication with disseminators and outreach personnel in the State Department of Education, staff of the Division of Special and Compensatory Education, the State Capacity Building grant and the CETA-Education Linkage Unit. The projects coordinate their efforts with those of the Division of Special Services, (e.g., Education Development Section, Title IV-C).

The Facilitators work closely with Minnesota Validated Projects and Minnesota Developer/Demonstrator Projects (NDN).

Within the State Department of Education (SDE), Title IV-C encourages coordination of dissemination efforts statewide. Update, the SDE publication distributed to all Minnesota teachers, contributes to this coordination, covering as it does all state dissemination endeavors. The National Diffusion Network and IV-C cooperate closely in dissemination areas. Through the effective spreading of information about its approach to education, the Individually Guided Education (IGE) program has altered classroom organization. Right to Read also conducts in-state dissemination. And the Minnesota Instructional Materials Center (MIMC), a vocational education resource center, disseminates throughout the state on request.

The Uniform Financial Accounting and Reporting System (UFARS) is a multi-dimensional, computer-based accrual accounting system that is being disseminated by regional coordinators who are training business office staffs and providing technical assistance to schools.

The University of Minnesota and other state colleges and universities offer ERIC retrieval. Minnesota also has computerized search capabilities through Lockheed, linkage with the Research and Development Exchange (RDx), and a Vocational Education Hotline. The Minnesota Education Computer Consortium (MECC) offers retrieval services to all instructional agencies on request through 2,000 terminals in the state. Within the SDE, the Minnesota Information Network for Educations (MINE), another computerized information retrieval

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

system, is available to all educators under the State Capacity Building Grant.

Minnesota has a state process for the identification/validation of educational programs and practices.

Dissemination Actors. Minnesota has a total of 150-200 persons who act as linking agents. The nine Educational Cooperative Service Units have linkers (the largest ECSU has 12). There are four linkers at The EXCHANGE, which is the dissemination unit of the Minneapolis Public Schools-University of Minnesota Teacher Center. The SDE employs 25 consultants, as well as 10 other staff who are direct links to local agencies. The universities and colleges throughout the state have approximately 30 persons who assist schools in program improvement efforts. And MINE, MIMC, and other aforementioned agencies have their own.

Coordination and Exchange. The State Department of Education stimulates meetings among representatives of all dissemination efforts statewide. Information and training meetings are frequently convened for the benefit of linkers involved in a variety of dissemination activities. Workshops for LEAs are often held.

Client Impact. After two years of effort, growing numbers of teachers and school administrators are aware of MINE. The National Diffusion Network has reached about half of Minnesota's teachers and most of its administrators; some employ its services regularly. Nearly all are aware of the Minnesota Educational Computer Consortium (MECC), but very few use it frequently for dissemination purposes. MIMC is known to most teachers and half of the administrators; some use it regularly.

The Future. Minnesota wants to expand and improve its dissemination operations in the field of higher education. In the next few years, the state expects to better integrate its communication systems, organize a state dissemination effort, and develop strategies for cooperative funding.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Ohio is a state of extensive population (ranking 6th) in a not so extensive land area (35th). It ranks 10th in population density, 4th in size of public school enrollment, and 7th in number of school districts. Its vast coal and oil fields and the iron ore of its Great Lakes region make it one of the nation's great industrial states.

Ohio ranks 18th (along with Michigan) in per capita income, but 32nd in terms of per capita governmental expenditure for all education, and 41st (along with New Hampshire) in expenditure for education as a percent of personal income.

Forces for Change. Since the opening of the Northwest Territory and the Ordinance of 1787, education has been a continuing priority in Ohio. The first school law, passed in 1821, created school districts and provided money for buildings. In 1825, free public schools were established.

Today, Ohio's elementary and secondary school system serves some 2.3 million youngsters taught by over 100,000 teachers in more than 5,000 schools. By anticipating the declining enrollments and the expanded teacher supply of the 1970s, the elected non-partisan State Board of Education and Depar[illegible] of Education were able to revolutionize [illegible]rds for teacher education. By 198[illegible] teachers graduating from Ohio colle[illegible]will have the capacity to teach reading a[illegible]ffectively diagnose and prescribe for lea[illegible]g needs. No other state has engaged in su[illegible] fundamental teacher education reform.

Ohio's comprehensive and geographically balanced system of higher education includes 136 public and private universities, colleges, and branch campuses, and serves over 450,000 students. No student is situated more than 25 miles from higher education facilities.

The Ohio General Assembly, composed of a 33-member Senate and 99-member House of Representatives, is producing an increasing influence on schools and students through the legislative process. House Bill 455, a state-level equivalent of Public Law 94-142, requires that local boards of education provide or support education for the handicapped. This act has stimulated communication among parents, district personnel, the Ohio State Department of Education (SDE), and the Mental Health and Retardation schools.

Statewide needs assessment in basic skills areas, mandated by the General Assembly, has been required for two years but is supported by only limited administration funding.

School districts are also required by legislative act to issue annual progress reports, highlighting achievements and problems identified for each building during the past year. These reports are made available to residents of the respective communities, usually through special publications and newspaper supplements.

Dissemination Programs and Resources. Ohio has several active dissemination programs supported by ESEA Title IV-C and operating in the Division of Planning and Evaluation, SDE. The Facilitation Center, housed in the Division of Planning and Evaluation, is a dissemination effort developed in 1974 to encourage the further implementation of effective Ohio-developed programs, primarily through step-by-step procedural guides and financial support. During 1979-80, the Facilitation Center will use $1,500,000 of Title IV-C funds to support the publicizing and implementation of proven, effective programs. Teacher and Unit Grants is another innovative program which provides teachers resources to established needed programs in their classrooms.

The Right to Read Program, housed in the Division of Inservice Education in the SDE, conducts significant work in dissemination. Its recent undertakings have focused on increasing administrators' awareness of the need for reading improvement, upgrading local education programs, and developing publications relating to basic skills.

Special SDE conferences have been designed to emphasize current status and major issues. The Forum on Public Education, sponsored jointly by the Ohio State Department of Education and the Martha Holden Jennings Foundation, involved 1,000 teachers and parents in assessing recent advances. The fifth annual Spring Conference of the Division of Planning and Evaluation, entitled "Public Confidence in Education," attracted over 675 educators.

Ohio Schools, a biweekly magazine published by the Ohio Education Association, and other publications by professional education groups, have a dissemination-significant impact in Ohio. The exchange network developed among the Ohio libraries has likewise proven an effective enterprise.

Ohio has 13 ERIC collections located throughout the state. There are eight ERIC search centers; approximately 63 databases; and ERIC clearinghouses in adult, career, and vocational

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

education and in science, math, and environmental research.

Ohio's project validation process, developed along USOE guidelines, is in its third year of operation.

A manual for project validation is available to all Title IV-C projects. Requirements for acceptance are stringent; one-third of those projects nominated have so far been rejected.

Dissemination Actors. Sixteen Instructional Resource Centers, located throughout the state, provide services related to special education; their staffs perform linking functions.

Ohio also has 82 vocational teacher educators who serve as linking agents, connecting the SDE, the school districts, and teacher training institutions. The NDN State Facilitator is located in the SDE.

The National Center for Research in Vocational Education is housed at The Ohio State University. This Center develops and disseminates vocational and technical curricular materials and programs.

Coordination and Exchange. No organized meetings for the exclusive purpose of discussion of dissemination are presently scheduled in Ohio.

Client Impact. About half of Ohio's teachers and administrators are aware of the Adoption Grants Process; some teachers involve themselves in it regularly. During the past five years, 435 public school districts have implemented at least one educational practice as a result of the Adoption Grants.

Half the teachers and nearly all administrators are aware of the Instructional Materials Exchange program; a high percentage of teachers use its services. During school year 1978-79, over 500 districts received educational products through the Exchange, an increase of more than 200 over 1976-77, the pilot year.

The Division of Inservice Education publishes a description of available Department publications. Very few teachers are aware of this listing; but most administrators employ it regularly.

The Future. It is believed that greater coordination of communication practices within the Department of Education and among agencies charged with dissemination in the state could enhance resulting services. Improved linkage getween the Department and public and private schools, limited at this time because of financial and geographical constraints, is desired.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

WISCONSIN

Demographic, Economic, and School Statistics. Wisconsin ranks 16th in size of population and size of public school enrollment, 25th in population density, and 15th in number of operating school districts.

Wisconsin leads the nation in milk and cheese production, and ranks second in production of paper. Tourism is also among the state's major industries.

The Badger State's per capita personal income ranks 27th, its per capita governmental expenditure for education ranks 11th, as does this expenditure as a percent of personal income (tied with Colorado). Wisconsins' estimated average public school teacher salary ranks 16th.

Forces for Change. Legislative forces for educational change in Wisconsin include the 19 Cooperative Educational Service Agencies (CESAs), which are supported voluntarily by the districts. Wisconsin has an elected State Superintendent, but does not have a Board of Education. The state's "Thirteen Standards" provide comprehensive minimum standards. The State Assessment Program mandates activities aimed at broadening knowledge about education in Wisconsin.

Vocational education falls under the jurisdiction of the Department of Public Instruction (DPI) for persons below 18 years of age and the Vocational Technical Adult Education (VTAE) Board for persons 18 and over.

The northern school districts are relatively isolated from the large population centers and from the state universities; there are many small districts. Approximately 20% of the state's students are enrolled in non-public schools. Conflict exists between federal legislation stating that educational programs should serve non-public schools and Wisconsin law stating that this cannot be done.

Other forces for educational change in Wisconsin include the need to provide services to American Indian and migrant populations, the effect of tourism on the state's economy, and the attempt of each state university branch to broaden its area of emphasis. The transition of the state's economy from a primarily agricultural base to a primarily industrial one, and declining enrollments of the state's schools are also significant forces in Wisconsin.

Dissemination Programs and Resources. One significant dissemination service provided by the state is the State Dissemination Capacity Building Program, which is in its first project year. The Wisconsin Dissemination Project (WDP) has three goals: 1) the development of an education resource base to improve coordination of resources, identify gaps, and improve accessibility; 2) the training of existing staff in the retrieval and utilization of educational research and practices; and 3) the coordination of dissemination activities within the state. The WDP advisory committee includes DPI dissemination program staff, district administrators, and university staff.

Other programs include the Wisconsin State Facilitator Project, and Title IV and Title I Dissemination acitivities. A catalogue including nationally validated Wisconsin programs and state programs receiving Title IV grants is published annually. Each fall, Title IV holds a statewide series of regional meetings to acquaint school officials and other interested persons with the potentials of Title IV for supplementing and strengthening elementary and secondary programs. The State Facilitator Project and WDP cooperate in presenting information, resources, and technical assistance at these workshops. An example of Title I dissemination activities is the annual Show and Tell Fair for Title I parents and teachers. Title I also has dissemination/training conferences for school principals and Title I staff.

Other programs active in Wisconsin include: the Wisconsin Career Information System (WCIS) which provides information for students concerning available jobs and details on necessary training; WISE, a computer program written at the University of Wisconsin at Madison to search ERIC; the Educational Telephone Network (ETN) of the Extension Service of the University of Wisconsin; and the Educational Television Network.

Information/product retrieval services available in Wisconsin include those of: 1) WDP, offering computerized searches of ERIC and other educational data bases; 2) the Vocational Educational Materials Center, which is located at the University of Wisconsin at Madison, School of Education and is linked with the East Central Vocational Information Center; and 3) the state library system. The DPI includes the State Reference and Loan Library within its Division of Library Services. The Reference and Loan Library serves as the

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

central agency for inter-library loans and reference services for Wisconsin public and school libraries.

Processes for identifying and validating educational programs include the Identification, Validation, and Dissemination procedure, an offshoot of Title III. The state identifies and validates projects and, at times, sends them to the JDRP.

Among the outstanding dissemination efforts at work in Wisconsin are the State Superintendent's fall conferences for administrators and curriculum coordinators, the DPI newsletter, and the Title I Fair.

Dissemination Actors. The WDP has plans to identify local school district linkage teams that can work with the CESAs, the DPI, the State Facilitator, and Title IV Dissemination. Subject area consultants are presently functioning in this role.

Coordination and Exchange. A State Advisory Committee for the Wisconsin Dissemination Project does exist, but the general feeling in Wisconsin is that greater coordination is sorely needed. The initiative to pull districts together in order to coordinate their dissemination efforts has come from the local level. Many innovative projects are not widely disseminated throughout the state. Perhaps a state dissemination forum is needed.

Client Impact. Based upon the experience of Wisconsin Dissemination Project (WDP) staff members--and not upon comprehensive statistical data--it is judged that some teachers and administrators are aware of WDP services and are knowledgeable about how to use them. In four pilot Cooperative Educational Service Agencies (CESA), some teachers and administrators are regularly using WDP services. In areas of the state that do not yet have a CESA participating in WDP, very few teachers and administrators are aware of WDP services or use them regularly.

The Future. Wisconsin does not presently have a state dissemination plan, and the general feeling is that top priority should be given to planning dissemination coordination, particularly concerning DPI publications. Another possible step toward improved dissemination coordination would be a statewide survey of all dissemination activities.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Oklahoma ranks 10th in land area and 27th in size of population. The size of its public school enrollment ranks 26th, and its number of operating school districts ranks 6th.

Oil has made Oklahoma a rich state. The economy is boosted further by several factory industries, a variety of agricultural crops, and a growing recreation industry.

Oklahoma ranks 34th in per capita personal income, 41st in per capita governmental expenditure for education, and ties for 36th (with Kansas) in terms of this expenditure as a percent of personal income. Oklahoma's estimated average public school teacher salary ranks 45th.

Forces for Change. Oklahoma has experienced heavy industrial growth since World War II, but still has an influential rural population and a populist government philosophy.

Civic groups, chambers of commerce, businessmen's associations, as well as Indian tribal governments and councils, are forces for change within the state. Of course, the organizational structure of state education significantly affects dissemination efforts. The State Department of Education (SDE) deals with general elementary and secondary schools; separate state agencies are responsible for vocational/technical education and higher education. The State Superintendent of Public Instruction, however, is a member of all three state boards.

Educational groups influential in Oklahoma include the following: the Oklahoma Education Association; the Association of Classroom Teachers; the American Federation of Teachers (in the denser urban areas); the PTA; the Association for Children with Learning Disabilities Parent Group; Oklahomans for the Gifted and Talented; the Cooperative Council of Oklahoma School Administrators; the Oklahoma State School Boards Association; the Oklahoma Association of Elementary School Principals; the Oklahoma Association of Secondary School Principals; the Oklahoma Commission on Educational Administration; and the Oklahoma Curriculum Improvement Commission.

Legislative actions affecting dissemination in Oklahoma include those mandating: cardiovascular resuscitation classes; physical education; economic education; funds for elementary libraries; elementary counseling/guidance; Gifted and Talented and special education programs; and additional course requirements for teachers of special students. The accountability process established for Oklahoma schools by legislative resolution has, in effect, been rescinded by the State Board of Education, and the legislature has been notified. The current status is: LEAs may go through the formal process if desired, but it is not mandatory.

Dissemination Programs and Resources. Dissemination efforts of interest in Oklahoma include Project SEEK (Sooner Exchange for Educational Knowledge), a State Capacity Building Grant program; Title IV-C; Right to Read; the Communications/Dissemination Section of the SDE; and instructional television. Each division of the SDE has certain dissemination responsibilities within a narrow field, but some are coordinated or incorporated under the auspices of Project SEEK. The NDN State Facilitator is housed in a local education agency (LEA) and cooperates fully with the SDE.

Public information programs exist in some LEAs, such as those in Oklahoma City, Tulsa, Bartlesville, Shawnee, and Altus (where heavy use is made of closed circuit and cable TV). The Oklahoma chapter of the National School Public Relations Association provides workshop services and counseling to LEAs, particularly through cooperation with Oklahoma State School Board Association conferences.

The Oklahoma Child Service Demonstration Center for Secondary Learning Disabilities at Hillside School in Cushing serves teachers and administrators, providing workshops, in-service technical assistance, adoption training, and dissemination products at no cost. Two other non-funded nationally validated NDN projects, Go Metric at Tulsa and Project Stay at Moore, provide similar services.

Other non-SDE agencies involved in dissemination include 15 independently contracted Regional Education Service Centers (another five are part of the SDE), the State Facilitator, seven state-validated Developer/Demonstrator projects, IV-C grant recipients, and various other school district projects, both public and private. Regional vocational/technical schools disseminate their own information.

The State Department of Libraries, under a legislative mandate, is setting up a depository of all educational materials published by state agencies.

One of the outstanding dissemination efforts in Oklahoma is the NIE-funded Experience-Based Career Education (EBCE) program at the Moore-Norman Oklahoma Vo-Tech School. This

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

was one of the first programs funded in a vocational/technical setting, and has resulted in several adoptions/adaptations.

Dissemination is also accomplished by means of several educational publications. For example, the Oklahoma Educator reaches 42,000 teachers and administrators each month; the Superintendents' Newsletter is sent twice monthly to 6,500 administrators; and the Library and Learning Resource Newsletter has a circulation of approximately 800. In addition, annual meetings such as the Oklahoma Education Association's teacher meeting and the Critical Issues in Education Conference serve to spread information. Another notable dissemination effort is the Oklahoma State Education Fair.

Dissemination Actors. Persons in Oklahoma performing linking functions include: the NDN State Facilitator, Edmond Public Schools; the Project SEEK staff, SDE, Oklahoma City (five persons); the Title IV-C administrator staff, SDE (two persons); 20 field representatives; 15 subject specialists from the SDE; Regional Educational Service Center (RESC) staff (20 centers with approximately 10 persons each); 500 to 600 LEA Library Media Specialists; 533 full-time persons in the Public Library System; and an unknown number of persons in the vocational/technical districts.

Coordination and Exchange. State Developer/Demonstrator project personnel attend state and regional education meetings, but there are no state dissemination conferences, per se. A need for periodic meetings to coordinate dissemination was expressed at the National Dissemination Forum.

Client Impact. Administrators are far more aware of dissemination needs, processes, and techniques than are teachers. This situation is changing, however, largely due to the efforts of Project SEEK.

The Future. Future attempts to improve dissemination in Oklahoma should focus on the need for greater coordination of dissemination activities among all levels and agencies, the need for a more intensified awareness program relative to available dissemination services, the need for more resources and equipment (e.g., ERIC, readers/printers), and the need to develop a state plan for dissemination.

Over the next five years, goals that will hopefully be realized include: coordination of all dissemination functions within the SDE; the establishment, refinement, and updating of the Oklahoma SDE knowledge base; expanded participation of RESCs as linking agents; the establishment of Human Resources and Promising Practices Files; urban adoptions, adoption evaluation, involvement of distant districts in the state (aims of the State Facilitator); Title I and Follow Through adoption improvement; and involvement of private schools in adoptions.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

TEXAS

Demographic, Economic, and School Statistics. Texas, of course, is a giant among states, long the largest in terms of land area until the admission of Alaska into the Union in 1959. Texas still leads all other states in number of operating school districts with 1,107, but trails California and New York in size of population, and ranks 34th in terms of population per square mile. As in size of population, Texas ranks 3rd in size of public school enrollment.

Obviously the most significant characteristic of Texas is its size. Economically, it's a national leader in oil, natural gas, cotton, cattle, helium, sheep, wool, onions, and turkeys.

Per capita personal income in Texas is $6,201, ranking 25th. The state's per capita expenditure for education ranks 30th, and this expenditure as a percent of personal income ranks 33rd (tied with Kentucky). Texas ranks 30th in estimated average public school teacher salary.

Forces for Change. The Texas State Board of Education has established and published the State Goals for Public School Education and the resulting priorities are updated periodically. As a result of legislation and subsequent Board actions, there are state plans for education in various programmatic areas. Some areas are mandated, while others are encouraged with incentives.

Some of the mandated programs include: district (LEA) accreditation (a five-phase plan based on a five-year cycle); crime and drug education; education in free enterprise; and bilingual education. Other programs such as education for the Gifted and Talented and for migrants are highly recommended.

Some of the priority programs with incentives are: career education; coordinating information for Texas educators; Right to Read; vocational education; individualized instruction and the Demonstration Schools in Individualized Instruction (DSII) Network; Title IV-C program development; and Title III of the Texas Child and Family Code.

Historical forces influencing dissemination include the following major pieces of legislation considered to be landmarks in the emergence of Texas as a state with a viable, quality education program: the Gilmer-Aikin Law, which provided for the reorganization of the state's educational system and restructured the financing of subsequent programs; the Regional Service Centers Bill, which provided for the establishment of 20 centers as a means of delivering services to client districts; a bill abolishing the county school system; the Lau Decision; the Rodriguez Decision.

A major social force influencing educational dissemination is the state's significant multicultural mix, which has had a great impact on education in Texas. With the national boundary of Mexico contiguous with that of Texas, cultural exchange has been important, and there has been a great influx of aliens.

Economic forces: Thanks to its abundant natural resources, the state has a Texas Permanent School Fund. It is also important to note the continually changing economic base of the state from agrarian/petro-chemical to diversified business/industry.

Several educational forces have influenced dissemination and school improvement efforts--most significantly, federal funding in general and the National Diffusion Network (NDN) in particular. A large university system is a significant factor also, although greater articulation of information/planning between higher and general education would enhance the impact here. Closely allied to this influence is the tremendous increase in the growth of junior and community colleges throughout the state. Texas has an adult basic education program plus a Post-Secondary Technical Institute.

Dissemination Programs and Resources. There are two giants on the long list of important dissemination efforts and services in Texas. One is the separate Division of Dissemination created within the Texas Education Agency in 1968. The other is the outstanding coordination of the delivery of services through this division facilitated by the Capacity Building Grant. Among the major dissemination efforts coordinated are those of: NDN; the Coordinating Information for Texas Educators (CITE) Resource Center; the Demonstration Schools Network (DSN); the Council of Communicators; the Texas Diffusion Network (TDN); the National Dissemination and Assessment Center for Bilingual Education (DACBE); press releases; the Planning Council; and the Interagency Task Teams.

Non-TEA agencies involved in dissemination in Texas can be clustered under four headings: colleges, professional groups, advocacy groups, and intermediate agencies. Colleges of education in Texas have teacher centers, and a council of center coordinators meets regularly to plan for maximum impact upon education preservice and inservice. The University of

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Texas Research and Development Center is another non-TEA agency active in dissemination. Professional groups include: the Urban Schools Association; the Suburban Schools Association; and the Community Schools Association; the curriculum advisory councils; the American Association of University Women; the Texas Association for Supervision and Curriculum Development; the Texas State Teachers Association (Field Office and District Instructional Resources Committees); the Association of Texas Educators; and such groups as the Texas Association of Social Studies. Some of the dissemination-active advocacy groups are: the League of Latin American Citizens (LULAC); community service organizations (such as the Lions and the Rotary Club); and the Council of Governments (COG). Intermediate agencies include: a statewide system of service centers; an R&D exchange; Region IV USOE; the Technical Assistance Brokerage (TAB); DACBE; and the Southwest Educational Development Laboratory (SEDL).

Information/product retrieval services in Texas include those available through the following: 1) CITE, which provides general information to all educators; 2) media centers, offering computerized annotations, cataloging, inventory, and bookkeeping; 3) the Migrant Record Transfer System (MRTS); 4) Multi-Regional Processing Centers (MRPCs), which provide "shared-time" business and instructional services to participating local education agencies (LEAs); 5) DACBE; and 6) SEDL. Various service centers have specialized computer retrieval systems.

Texas has a validation system that has been operative for six years. It is working well and will be expanded. Its key characteristics are: 1) on-site visits by observation/evaluation teams composed of educators from colleges and universities, LEAs, and Regional Education Service Centers; 2) the provision that a program under consideration for validation must have been in operation a minimum of two years and must plan to continue operation for the succeeding two; 3) inclusion of self-evaluation in the program; 4) the provision that there must be program evaluation data, including base-line data; 5) the necessary willingness of a program, if validated, to accept visitors; and 6) the fact that nomination for validations are encouraged from all sources.

Dissemination Actors. Personnel from three organizations are active in linkage. They are (approximately): 1,000 persons in the Regional Service Centers; 200 persons in the Texas Education Agency; 15 in the Region VI USOE.

Coordination and Exchange. Members of a number of different councils, associations, and task forces meet regularly. These include: the Regional Planning Council; the Instructional Resources Council; the TDN; the Urban Schools Association; the Suburban Schools Association; the Community Schools Association; the State Validation Task Force; and the Texas Council of Handicapped. Dissemination topics are on the agendas. A high degree of cooperation exists among the many groups. A statewide system of advisory councils (IV-C, Career Education, Bilingual Education, etc.) is operative.

Client Impact. Most teachers and school administrators in Texas are aware of the information retrieval systems available to them; very few teachers and only some administrators are regularly using them. Some teachers know about and regularly employ the NDN; most administrators are aware of the NDN, and about half use its services regularly. Most teachers and administrators are aware of the Demonstration Schools Network, and most administrators and about half the teachers use it regularly. Very few teachers are aware of or use the consultant services available; most administrators know about them and some use them them regularly. Nearly all administrators know about the available media services, and some use them regularly; nearly all teachers do so.

The Future. In the future, Texas would like to: 1) create in all administrators and teachers a greater awareness of dissemination opportunities; 2) obtain secure funding for dissemination activities; 3) increase the organization of the State Validation System; 4) increase the number of Texas programs in the National Diffusion Network; and 5) increase the number of Developer/Demonstrator alternate sites and turnkey trainers in the state.

Over the next five years, Texas hopes to: 1) continue strengthening the communication between providers and consumers of dissemination activities; 2) increase general population awareness of dissemination activities; and 3) increase the state's capacity to provide dissemination-related services.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Iowa ranks 25th in size of population, 31st in population density, and 27th in size of public school enrollment, but a high 13th in number of operating school districts.

One of the nation's leading agricultural states, Iowa also produces manufactured goods worth almost two-and-a-half times the sum value of its agricultural products.

Per capita income in Iowa is $6,245, ranking 23rd; the state's per capita expenditure for education ranks 19th; and this expenditure as a percent of personal income stands at 18th (tied with Washington). Iowa's estimated average public school teacher salary ranks 23rd.

Forces for Change. A major force for educational change in Iowa has been the implementation of Chapter 280.12 of the Iowa State Education Code, the chapter pertaining to needs assessment. Under the provisions of this chapter, each local education agency (LEA) must file progress reports assessing and prioritizing short-, mid-, and long-range goals, and indicating to the Iowa Department of Public Instruction (DPI) the manner in which educational needs are being addressed.

Another force for change is the Human Relations Recertification Requirement (requiring 45 hours of human relations training for teacher certificate renewal after July 1, 1979, excepting those Iowa educators possessing a Permanent Professional Certificate).

Legislative forces for change include ESEA Title IV-C adoption grants, as well as property tax reform and educational funding trends, for example, funding weighted toward identified Gifted Education, Gifted and Talented programs, and Performance-Based/Competency-Based Education programs. (An Iowa DPI Task Force on Student Achievement is currently examining this issue and generating much interest in the legislature.) Area Education Agency (AEA) mandated training on PL 94-142 is another factor in educational change in Iowa.

Other forces for change include: a mandate for inservice training for special education teachers; local education agency (LEA) competency-based educational activities; teacher incentive awards for implementation of classroom-originated ideas (one year only/ $2,000 maximum); a DPI Task Force on Dissemination (appointed by the Deputy Superintendent); the Iowa Test of Basic Skills and the Iowa Test of Educational Development (used to test educational achievement in Iowa, interacting significantly with curriculum design).

Two organizations affecting educational change are the Iowa State Education Association (the state version of the National Education Association) and the Patrons United for Rural Education (PURE). Last but not least, declining enrollments are a signficant force for change in the state.

Dissemination Programs and Resources. Dissemination efforts and services of special note provided by the Department of Public Instruction include: 1) the Information Network for Obtaining Resource Materials for Schools (INFORMS); 2) the Comprehensive Network of Inservice Resources (CNIR), which was begun with ESEA Title III funds and is now supported by every AEA in Iowa; 3) the Research and Development Utilization (RDU) project; 4) the NDN State facilitator; and 5) the AEAs which deliver special education, media, and curriculum development services to every school in Iowa.

Among the non-DPI agencies involved in educational dissemination are the area vocational-technical schools, the Talented and Gifted programs, and Iowa's six Developer/Demonstrators in the NDN.

Information/product retrieval services available in Iowa include those of INFORMS (ERIC and other bases), the Area Educational Agencies, and the RDU toll-free WATS line.

The state identification/validation process has been in operation for six years. All projects submitted have been validated; however, few projects have been submitted recently.

Dissemination Actors. Linking functions are carried out by: the NDN State Facilitator, INFORMS personnel within the DPI, and CNIR personnel within the Area Education Agencies. Other dissemination actors work within the Iowa State Educational Association, the RDU project, and other professional associations.

Coordination and Exchange. DPI Task Force on Dissemination meetings were held in April and May of 1978, but no follow-up occurred. No meetings have been held expressly for the purpose of discussing dissemination issues.

Client Impact. Nearly all teachers and administrators are aware of the AEA Media Centers, and some use them regularly. Very few teachers

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

are aware of or use INFORMS, the State Facilitator, CNIR, or RDU. About half the administrators are aware of CNIR, and some use it regularly. About three-fourths of the administrators are aware of, but few regularly make use of, the services of the State Facilitator. Most project administrators are aware of INFORMS, but few use it regularly. Very few administrators are aware of or use RDU.

The Future. Over the next five years, Iowa expects to increase awareness of dissemination services and improve statewide understanding, coordination, and evaluation of dissemination activities.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Kansas ranks 13th in land area and 31st in population. Its economic strengths are wheat growing, flour milling, slaughtering and meat processing, and a variety of manufacturing enterprises. The great majority of Kansas' population is in the eastern half of the state, as are the three largest cities.

The per capita personal income in the state ($4,469) ranks 15th, but its per capita expenditure on education ($432.04) ranks 29th, its estimated average teacher salary ranks 35th, and its combined state and local governmental expenditure for education as a percent of per capita income ranks 36th (tied with Oklahoma).

Forces for Change. The legislative mandates in the following areas are presently significant in Kansas: competency-based education, special education, vocational education, Title I, Title IV, Title IX, bilingual education, environmental education, and nutrition education. State Board of Education priorities, reflected in State Department of Education (SDE) programs, are (not in rank-order): vocational education, special education, Title IV, career education, Right to Read, and consumer education. Prior to 1970, no formal educational dissemination system existed in Kansas. In the early 1970's NIE funded Project Communicate to fill the LEAs' need for access to ERIC. This service intensified awareness of further dissemination deficiencies.

In 1974, OE funded a National Diffusion Network (NDN) Facilitator Project, Project LINK. The thrust of Project LINK was to match needs of LEAs with programs that had passed the JDRP.

In 1976, Project Communicate was joined with Project LINK to form the Kansas Educational Dissemination/Diffusion Systems (KEDDS). With the merging of the two projects, KEDDS became the dissemination agent for the Kansas State Department of Education. KEDDS also serves as an umbrella for acceptance of funding for other types of dissemination activities such as the Research and Development Utilization (RDU) project.

Dissemination Programs and Resources. The most important dissemination service provided by the SDE is KEDDS, developed to provide timely and practical assistance to schools and school districts throughout the state. The service is furnished by means of: 1) a resource component, which provides access to information on and materials for various educational programs and approaches; and (2) a linkage component, which offers technical assistance for educators in the selection and implementation of improvements and desired changes. KEDDS could provide a model for others interested in dissemination.

KEDDS can provide technical and experimental information on just about any kind of education program or approach in which an educator has interest, drawing on a well-organized collection of research and evaluation data from all areas of the country. This information is provided to schools after KEDDS has assisted the LEA in clarifying needs and/or possible improvements.

KEDDS also provides technical assistance in evaluating the possible alternatives available to an LEA. This is accomplished in a variety of modes: visits by experts and/or experienced educators, visits to locations where certain programs are in operation, and funding assistance where needed.

Assistance to Kansas schools does not stop at this point. KEDDS helps LEAs implement changes once decisions for change have been made. KEDDS also provides consultation in preparing the organization for change and for obtaining materials and guidelines; for making changes with less disruption and less resistance; and for increasing support and acceptance of the improvement program on the part of students, faculty, and administration. KEDDS also arranges for the inservice needed to install and implement the new program and/or approach.

KEDDS has access to national databases of DIALOG and SDC (Systems Development Corporation). Human resources, promising practices, and document files are available at KEDDS Resources. These Kansas files will be computerized by January 1, 1979. Catalogs of programs not in these bases are available at KEDDS/LINK and KEDDS/Resources. The state universities and the state library system also provide information retrieval services for their clientele.

Title IV-C's process for identifying and validating educational practices is the only formalized state IVD process. KEDDS is responsible for assisting those programs validated by IV-C with their dissemination activities.

Other agencies involved in dissemination include the nine regional centers located at seven universities, one community college, and educational cooperative. Libraries at these centers enable the KEDDS facilitators, college and university students, and staff to negotiate information searches as part of the KEDDS Resource Component, State Department of Education.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Fourteen Educational Cooperatives, each serving from three to fifteen school districts, provide principally special education, career education, and vocational education services. Several of these cooperatives offer a broader range of curriculum and instructional services.

Three professional associations provide important dissemination activities on a statewide basis. The Kansas affiliate of the National Education Agency (KNEA) serves educators through newsletters and workshops. The Kansas Association of School Boards (KASB) and United School Administrators provide workshops and issue newsletters for school administrators and board members.

Title IV-C projects located in local school districts share materials and provide technical assistance to other school districts. Several committees in various areas of interest interest are appointed by the Governor each year to study and disseminate information in their areas.

Three Developer/Demonstrators respond to requests for awareness presentations, information sharing, telephone or on-site consultations, workshops, and implementation guidance.

Disseminations Actors. KEDDS provides linkage functions within the state. KEDDS/Resources has a professional staff of three information specialists. They provide information and materials from national computerized information bases (e.g., ERIC, Psychological Abstracts), and the Kansas in-state resource files. KEDDS/LINK assumes the responsibility for technical assistance. The professional staff includes six facilitators who provide linkage of the informational services of KEDDS/Resources to programs in the National Diffusion Network, National Institute of Education, and Title IV-C projects.

Coordination and Exchange. The KEDDS organization is governed by the KEDDS Policy Management Council, which consists of the Director of Educational Management and Development (who is the IV-C Director), the Director of KEDDS/Resources, and the Director of KEDDS/LINK. This group convenes upon demand, usually every two weeks. Six SDE representatives and one representative from higher education meet several times during the year.

Client Impact. For the past three years KEDDS has engaged an evaluator from the University of Kansas to do a comprehensive evaluation of the effectiveness of KEDDS efforts. The reliability of the data is high. From this data it has been determined that KEDDS has had significant input and effectiveness.

Most teachers and administrators are aware of the available information searches, and about half the administrators and some of the teachers use these services regularly. Some of the teachers are aware of and regularly use needs assessment services, while most administrators are aware of these services and about half use them regularly. Assistance in adopting new approaches and assistance in the change process are services known to about half the teachers and to most of the administrators, and are regularly used by some teachers and some administrators. Most teachers and nearly all administrators are aware of available workshops and inservice training, and about half of both groups use them regularly.

The Future. Future plans in the area of dissemination include: 1) systematic evaluation of programs adopted by LEAs following the third year (this would include evaluation of student performance); 2) development of a state validation system for promising practices; 3) development of a five-year State Plan for Dissemination; and 4) investigation and additional surveys of funding, in order to provide more comprehensive activities.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

MISSOURI

Demographic, Economic, and School Statistics. Missouri ranks 15th in the nation in size of population and size of public school enrollment, 28th in density of population, and 11th in number of operating school districts.

Missouri's fertile farmlands produce a variety of agricultural products, and its population centers produce a wide range of manufactured products. The state's mountainous Ozark region is an increasingly popular resort area.

Per capita personal income in Missouri ranks 31st. The state's per capita governmental expenditure for education ranks 47th, and this expenditure as a percent of personal income also ranks 47th (tied with Florida). Missouri's estimated average public school teacher salary ranks 32nd.

Forces for Change. The Missouri State Board of Education emphasizes basic skills as a top priority for the 1978-79 year. Areas of concern include the lack of intermediate service agencies in Missouri, the wide urban-rural range in the state, and legal restrictions prohibiting the use of public funds for non-public school children.

Dissemination Programs and Resources. The Missouri Department of Elementary and Secondary Education (DESE) provides a number of important dissemination services. It maintains a statewide data depository, publishes Missouri Pacesetter, and a curriculum memo. The Research Coordinating Unit for Vocational Education is part of the DESE. Local education agencies (LEAs) report that Title IV-C's Visiting Innovative Programs project has been extremely effective.

Non-DESE agencies also offer a wide variety of dissemination activities. Among these are the Midwest Center for Equal Education Opportunity, the Special Education Instructional Materials Center at the University of Missouri, the Normandy Teacher Center (USOE funding, Kansas City), and the Missouri chapter of the International Reading Association. The Conference on Education serves as an advocacy group. Its clientele include educators and lay people with an interest in education.

Two regional educational laboratories are located in Missouri. CEMREL, Inc., (formerly known as the Central Midwest Regional Educational Laboratory) offers such facilities as the Midwest Regional Exchange and the Urban Education Program (UEP), and serves as broker for Title IV-B bypass funds. The Midcontinent Regional Educational Laboratory (McREL) serves the plains states to the west, while The University of Missouri at Columbia Business School provides statistical and demographic data as does the USOE Regional Office in Kansas City. Numerous inter-district co-ops provide special education services on a county or sub-county basis. The Missouri Facilitator Center, the Missouri Developer/Demonstrator projects, the UMC Extension Division; the Missouri State Teacher Association (MSTA), and the Missouri National Education Association (MNEA) also serve the states dissemination needs.

Information/product retrieval services available in Missouri include facilities at the Mobay Chemical Corporation (Kansas City), Washington University (St. Louis), CEMREL's Midwest Regional Exchange, the Special Education Instructional Materials Center (SEIMC), McREL's Regional Exchange, the Missouri Facilitator Center, and the HEW Regional Office.

Missouri uses Title IV-C's IVD process for validating educational practices.

Dissemination Actors. The principal dissemination actors in Missouri are located at the regional exchanges (CEMREL and McREL), the Urban Education Program (CEMREL), the Missouri Facilitator Center, various Developer/Demonstrator projects, the proposed Directional Service Center for the Handicapped, the Regional Resource Center for the Handicapped in Kansas City, and the USOE Regional Office.

Coordination and Exchange. No formal dissemination network structure exists. Occasional informal meetings are held, but meetings at which representatives of all agencies convene rarely occur.

Client Impact. Progress is being made in the area of client impact, but more needs to be done.

The Future. Over the next five years, Missouri expects to improve its statewide coordination of dissemination, including the cooperation between regional and federal offices. Missouri also expects to improve its services to urban schools, increase involvement with schools of education, and make better use of the state's library services.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

NEBRASKA

Demographic, Economic, and School Statistics. Nebraska ranks 15th in land area, 35th in size of population, and 41st in population density. While it ranks only 36th in size of public school enrollment, Nebraska is 2nd in number of operating school districts.

The basis of the state's economy is its huge output of grain. Nebraska also has sizable cattle and hog industries, as well as some manufacturing of farm equipment and other industrial products.

The state's per capita personal income ranks 28th, its per capita governmental expenditure for education stands 26th, and this expenditure as a percent of personal income is 27th (tied with Alabama). Nebraska's estimated average teacher salary ranks 36th in the nation.

Forces for Change. Historically, the desire for local control has been a strong imperative in Nebraska, and it remains so. Tradition in the state dictates that questions of curriculum and methodology be decided by the local school board. The existence of approximately 1,100 school districts in Nebraska--each valuing its autonomy--makes any comprehensive program of centralized control difficult to realize.

Another important factor influencing dissemination is the rural, agricultural nature of the state, and the distances separating its large numbers of small school districts.

Property taxes are the major source of educational funding in Nebraska--a situation resulting in minimal and inequitable funding. However, in November, 1978, a bill that would have placed a lid on educational spending in Nebraska was defeated, due largely to the efforts of the Nebraska Education Teachers Association.

Nebraska's Commissioner of Education believes strongly that the State Department of Education, in addition to its many regulatory and monitoring responsibilities, should be service oriented.

Dissemination Programs and Resources. In the summer of 1978, Nebraska acquired its first full-time Facilitator for the National Diffusion Network. Having an NDN Facilitator who works as a part of the Nebraska State Department of Education (SDE) should help to disseminate knowledge of and bring about adoptions of exemplary programs throughout the state.

Also in 1978, the SDE received a State Capacity Building Grant to coordinate dissemination activities, and established a disseminator under the Title IV-C program.

Another service of the Nebraska Department of Education is the Hotline for the Handicapped. The University of Nebraska has an extension center for working with the deaf. The Department of Education has a regional special education diagnostic center.

Several Nebraska institutions of higher education specialize in teacher training. Many of them offer evening and off-campus classes, and some offer higher degrees and opportunities for professional growth.

Nebraska has an organization of 19 Educational Service Units (ESUs), entirely independent from the Department of Education, servicing approximately 90% of the school districts. They interact, although they each operate in and serve a regional area. The ESUs provide service to each local school district in the areas of media, curriculum, materials, health, psychology, and inservice training.

Ninety-three County Superintendents work with the approximately 800 small rural school districts throughout the state. Unfortunately, many of these superintendents are not full-time employees.

Information/product retrieval services available in Nebraska include the following: 1) computerized access to ERIC, available through the State Capacity Building Grant at the SDE; 2) computerized access to national databases (e.g., ERIC) through at least three institutions of higher education in the state, and through the Nebraska Library Commission; and 3) services of the National Migrant Education Computer Data Center through the NDE. Also the NDN State Facilitator works through the State Department of Education to disseminate information on nationally validated programs, leading to local adoption of these programs.

Regarding validation processes in Nebraska, there are 12 state-validated programs, four of which are also nationally validated. Each has undergone the Title IV-C IVD process, which has been in operation for several years. One notable program is Project Visit, which allows teachers to visit the 12 model projects throughout the state.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Coordination and Exchange. No interagency meetings for the purpose of discussing dissemination issues take place on a regular basis. However, a unique attempt was made in 1978, when a Dissemination Workshop was held for interested educators, with the goal of improving dissemination skills. Additionally, the NDN State Facilitator, the Title IV staff, and the Nebraska Capacity Building Grant staff continually interact and coordinate their activities.

Client Impact. Due to the newness of the project, very few teachers are currently aware of or regularly use the services of the NDN State Facilitator. Most school administrators are aware of the State Facilitator's services, but very few use them fully.

Teachers and school administrators are becoming aware of the services available through the computerized searches of ERIC, and use of these facilities is growing as dissemination strategies develop.

The Future. Nebraska can make significant improvements in the area of cooperation and sharing among all disseminators at the various agencies and levels. Individual operations in the state also need to be strengthened and developed before they can be coordinated fully.

In the next five years, Nebraska expects to identify the needs of its various districts, provide coordinated services and resources to meet those needs, identify resources within the state, and join these resources with people who can use them.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

COLORADO

Demographic, Economic, and School Statistics. Colorado ranks 28th among the states in size of population and 28th in size of public school enrollment. The state ranks 39th in population density and 28th (tied with Kentucky) in number of operating school districts.

Colorado's economy is supported by manufacturing, agriculture, mining, oil production, and recreation.

Per capita personal income is $6,440 (16th in the nation), per capita state and local governmental expenditures for education rank a very high 4th, and this level of expenditure as a percent of personal income is ranked 11th tied with Wisconsin). Colorado is 18th in terms of estimated average public school teacher salary.

Forces for Change. The Colorado State Board of Education has identified the need for a dissemination network, and for improved access to and use of resources. Under an NIE Capacity Building Grant, Project ACCESS is filling this need.

The Colorado Accountability Law focuses on educational improvement. Career education, special education, and bilingual education laws also have been enacted to advance education in the state. Both the Colorado legislature and Board of Education encourage school districts to use their resources to support basic skills development. In addition, the legislature and school districts are in the process of discussing the possibility of statewide testing.

One difficulty is that no monies have been provided by the legislature to support the above priorities and mandates. And the Kadlicek Amendment maintains that the state budget can be increased by only 7% per year. The state's population is growing; but simultaneously, many schools are experiencing a decline in enrollment, and public confidence in education is not high. Half of the districts in the state are rural. It should be noted that, historically, local control has been strong in Colorado; and as a result, the Colorado Department of Education (DOE) might appear to be "weaker" than many other state departments of education.

Dissemination Programs and Resources. Dissemination efforts in Colorado are widespread and varied.

The Social Science Education Consortium (SSEC), Inc. is a private not-for-profit organization located in Boulder and serving social studies educators nationwide. The SSEC conducts many dissemination activities, including curriculum materials analysis, a publications program, workshop services, and program planning activities. The SSEC holds the NIE contract for the ERIC Clearinghouse for Social Studies/Social Science Education. The ERIC resources and the resource center of the SSEC are used extensively by Colorado educators.

The Center for Teaching International Relations (CTIR), situated at the University of Denver, includes dissemination activities among its interests, as do the 17 Boards of Cooperative Services (BOCSs)--units created by Colorado for the geographic organization of school districts and the provision of intermediate educational services. Technical assistance in dissemination is available through Title IV-C and through the BOCSs.

The Department of Education's Development and Demonstration Unit supports Title IV-C and programs for individually guided instruction and Right to Read. The Department's Communications Services Unit provides resource materials and services for news releases, conferences, and so forth. A number of bilingual programs (including the Chicano Education Project) exist in the state, each with its own dissemination procedures.

The Mid-Continent Regional Educational Laboratory (McREL) Regional Exchange and a Regional USOE Office are located in Denver, Colorado. The Curriculum Materials Instructional Center for the Visually Handicapped (CMICVH) assists vision specialists in school districts with materials and services identification, and has a volunteer program to help visually impaired students. The Career Education Resources Network disseminates information concerning both material and human resources.

The State Facilitator Project disseminates nationally validated programs and materials, as well as some identified locally. The DOE has had its own validation procedures in operation for approximately five years.

Dissemination Actors. Project ACCESS (Colorado's Dissemination Capacity Building Project) has twenty field agents in twelve BOCSs and Denver public schools. The project's basic strategy is to facilitate access to resources through coordination of existing resources and establishment of a linkage network with local school districts. There are also three State Facilitator staff persons in Colorado. In addition, the DOE has the Office of Field Services; coordinators from this

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

office provide liaison between the DOE and all school districts.

Coordination and Exchange. Dissemination-related exchange between the various agencies in Colorado is sparse. When cooperation does take place, usually only two agencies are involved. Although there is a perceived need for more widespread interaction between groups, few resources have been found for multi-agency coordination.

Client Impact. A growing number of Colorado's teachers and administrators are regularly using the information retrieval, program information, and training and technical assistance services available in the state. However, most administrators and some teachers are aware of the availability of these services.

The Future. Colorado expects to conduct collective long-range planning with large numbers of dissemination agencies in the state. A statewide dissemination plan is needed; the roles of the various dissemination agencies (BOCSs, DOE, Facilitators, etc.) must be clarified; and meetings for inter-group dissemination exchange (perhaps extending to all states in Region VIII) should be encouraged.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

NORTH DAKOTA

Demographic, Economic, and School Statistics. Although North Dakota ranks 17th in land area, it is 46th in size of population, population density, and size of public school enrollment. The state ranks 19th in number of operating school districts.

North Dakota's main activity is agriculture, with more than 87% of its acreage devoted to the growth of barley, wheat, rye, oats, and livestock. The state's manufacturing output is generally in the areas of dairy products and farm equipment.

North Dakota ranks 32nd in per capita personal income, 20th in per capita governmental expenditure for education, and 13th in this expenditure as a percent of personal income. Estimated average public school teacher salary in North Dakota falls 43rd among the states.

Forces for Change. North Dakota is a basically conservative state with a primarily rural population. However, industrial development (particularly in coal and oil production) may be bringing about a change in the conservative attitudes of the people.

The various educational organizations in the state tend to use the media, especially print, to affect change.

State accreditation standards, federal and state categorical programs, and state agency consultative and inservice programs for school staffs all influence educational change in North Dakota. Titles IV-B and IV-C and the State Facilitator Project are major forces in the state, as are the State Administrators, Elementary Principals, and Secondary Principals Associations. The North Dakota Educational Association (NDEA) also plays an important role in the improvement of education, especially through its literature production, training sessions, and annual state conferences for all teachers.

Dissemination Programs and Resources. The Department of Public Instruction (DPI) is a major information source for North Dakota's educational community. It prints Educational Outlook, a newsletter distributed monthly to every teacher in the state. A number of its statistical publications go to all state schools. The DPI also makes available an educational directory, categorical program information, and, through the National Diffusion Network (NDN) State Facilitator, access to alternative nationally validated programs and assistance in curriculum improvement.

Outside the DPI, North Dakota's colleges of education regularly conduct a variety of research studies. Results of these studies have been found to be applicable to local school operations and are distributed to all school districts in the state. The districts in turn often process various agencies' data and disseminate the resultant information to their residents. Professional associations and advocacy groups sometimes spread selected information as well.

ERIC retrieval and microfiche reproduction services are available free of charge through the DPI.

North Dakota has cooperated with surrounding states in the national Identification, Validation, and Dissemination (IVD) process. Three projects validated under this system have subsequently gone through the JDRP.

Dissemination Actors. The NDN State Facilitator Project, located in the DPI, has been operational for a year. It matches local school districts' needs to nationally validated projects. In addition, a number of persons within the department will assist in putting clients in touch with resources.

Coordination and Exchange. No assemblies are called in North Dakota purely for treatment of dissemination topics. But meetings comprised of members of various state and local agencies, associations, and advocacy groups are held frequently for the purpose of discussion of current issues.

Client Impact. In general, both school administrators and teachers are well-versed about the State Facilitator Project and the statistical information, consultant, and ERIC search services available; but administrators tend to use these services more than do teachers.

The Future. North Dakota's system for dissemination of educationally related activities and materials requires a closer coordination between agencies intra-state. Intra-departmental dissemination activities could also bear improvement.

The state intends to provide assistance to local school districts in the interpretation and utilization of educational information, and to work with districts to enhance the employment of technical assistance services available. A statewide technical assistance talent bank in the various educational areas will hopefully be established.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Utah ranks 12th in land area, 36th in size of population, and 43rd in population density. Its public school enrollment is 35th and its number of operating school districts 45th (tied with Rhode Island).

Utah is rich in natural metal resources and has a developing oil industry. It also has an extensive agricultural base and a growing tourist industry.

Per capita personal income in Utah is $5,350, ranking 45th in the nation, but the state spends a very high $570.03 per person for education (2nd in the U.S. and 1st in terms of percent of per capita income). The estimated average public school teacher salary in Utah ranks 25th among the states.

Forces for Change. In Utah, a number of influences are channeling the state toward educational change. The Utah State Department of Education (SDE) is requiring that every student have an Individualized Education Plan (IEP) beginning at the seventh grade; this injunction has given rise to a general search for new educational programs in the state. One-half of the annual Title IV-C appropriation is granted to Utah's local education agencies (LEAs) for the adoption of innovative practices. SDE staff work closely with LEAs in this area, matching LEA needs with available programs. PL 94-142 has had considerable impact on special education programs. The Division of Vocational-Technical Education is vigorously promoting special programs within its sphere; and the state Title I Office provides incentives for program improvement.

Dissemination Programs and Resources. Utah is emphasizing dissemination. The State Facilitator, Title IV-C, State Capacity Building, and local dissemination projects have been combined to form a unified dissemination program. The SDE has organized a Dissemination Committee (composed of the state superintendent, the deputy superintendent, two associate superintendents, and all SDE division administrators) and also offers an on-line retrieval service that is averaging 300 searches per month. The SDE provides several other dissemination-related services, as well. Linker training for LEA personnel is one such service; this training aims at keeping decision-making at the local level by providing LEA staff with the knowledge necessary for those decisions.

The Community Education Unit of the SDE has been given the responsibility of promoting the State Board's number one priority: public involvement in educational decision-making. The unit has done excellent work, organizing and training an agency-wide committee, training LEA Community Education Coordinators in process facilitation skills, and promoting pilot programs (from which five models have been derived and disseminated throughout the state). The SDE also furnishes a consultant service in program improvement, Title IV Adoptable Programs (a program resource), and subject matter specialists' newsletters, and maintains the State Superintendent's Collegial Group.

Outside the SDE, the Utah Education Association (UEA), to which 90% of the state's teachers belong, keeps its members current regarding negotiation proceedings, appropriation considerations, and all matters concerning contract provisions. Each region of the state has a full-time representative in the employ of the UEA who keeps all local organizations informed of available options. The Division of Continuing Education at the University of Utah at Salt Lake City and the Extension Service of Utah State University at Logan (both offering an array of credit and non-credit courses statewide) have organized centers in Utah's rural areas; these centers promote the services of the universities in their regions, and often work with LEA personnel to fulfill local needs.

In the area of information/product retrieval: the SDE is on-line with Lockheed (as is the State Library System), and has ERIC batch search capabilities, National Diffusion Network (NDN) product retrieval, and a file on innovative products and practices developed instate. Brigham Young University and both state universities have on-line capabilities.

In 1977, the state implemented an identification/validation process. The system employs various levels of validation (e.g., provisional, full) and multiple nominations (from SDE, LEAs, institutions of higher education, etc.). An effective aspect here: validation personnel and dissemination personnel are members of the same SDE division and therefore can remain in constant contact. The initial results of this process have been good.

Dissemination Actors. A large number of individuals perform linking functions in Utah. In the SDE, there are three such linkers in Community Education, 12 in Vocational Education, four in Research and Planning, and five in the Curriculum Division. In addition, there are 10 linkers at the universities, five associated

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

with the State Library System, 35 in Community Education at the local level--and many others.

Coordination and Exchange. Utah conducts no formal inter-group meetings having official dissemination agendas; but informal gatherings for dialogue on information diffusion are frequently held.

Client Impact. The extent of resource use in Utah is uncertain. It appears that some teachers and most administrators know of available retrieval systems, although only some administrators and very few teachers are regularly using them. Nearly all administrators know about the various financial resources available in the state, and most employ them. Some teachers and about half of the administrators are taking advantage of consultant services.

The Future. In the near future, Utah hopes to: 1) develop better liaison, working relationships and partnerships among the SDE, LEAs, universities, colleges, professional organizations, and other state agencies; 2) advance the development, coordination, and centralization of the resource base; 3) provide even better linker training for both SDE and LEA personnel; and 4) create better coordination of the entire dissemination program within the SDE.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

WYOMING

Demographic, Economic, and School Statistics. Wyoming is a sparsely populated state, ranking 9th in land area, and last among the states in size of population. It also ranks last in size of public school enrollment and 44th in number of operating school districts. Wyoming is rich in wool, cattle, oil, uranium, and coal.

Wyoming's per capita income of $6,642 ranks 13th in the nation, its per capita governmental expenditure for education ranks 7th, and this expenditure as a percent of personal income ranks 3rd among the states. Wyoming's estimated average public school teacher salary ranks 19th in the nation.

Forces for Change. On November 8, 1977, the Wyoming State Board of Education established a policy stipulating that students must meet minimum competencies as a requirement for graduation. In response to this policy, each district is developing its own minimum competency standards based on State Board statements (expected soon). Measurement methods and competency levels will be left to each school district.

All districts have performed needs assessments as mandated by state accreditation requirements, and are now engaged in implementing programs to meet the needs thus diagnosed.

State law provides that finances for schools be used only for children between ages 5 and 21. Education is compulsory from age 7 through 16 (or completion of eighth grade). Wyoming provides state aid through a School Foundation Program. This program assures a minimum level of funding to every "classroom unit" in the state. Incentives are provided for special education and vocational education through provision of extra units.

The Wyoming Education Association (WEA), composed mainly of a majority of the state's teachers, has one of the strongest lobbies of any professional group. Other well-organized education-related groups do exist, but generally have less power.

A 1969 school reorganization law significantly reduced the number of school districts; but while this might have been expected to facilitate the business of dissemination, in fact, the territorial struggles associated with this move (due in part to the state's conservative bent toward local control) actually created an atmosphere inhospitable to dissemination.

Wyoming is presently experiencing some growing pains. For instance, its vast coal, oil, and mineral deposits are bringing in energy development projects and the mushrooming population growth that goes with such new projects; but the taxes to provide additional schools and other services do not come until after the new people are already there, needing those schools and services.

Dissemination Programs and Resources. The State Department of Education (SDE) publishes the Wyoming Educator, a monthly newsletter featuring articles by SDE consultants on new educational ideas and reports about local district activities. The WEA also publishes a monthly newspaper, which is sent to all members. The WINS (Wyoming Innovative Network Schools) newsletter is published monthly by the state's National Diffusion Network (NDN) Facilitator Project located in Laramie County School District #1. This newsletter is disseminated statewide and includes a calendar of NDN and other professional activities, as well as information from other federal education agencies.

The Wyoming NDN State Facilitator Project has been very successful. It has sponsored local adoptions of innovative programs; it conducts on-site demonstrations; and it has been responsible for the establishment of formal and informal networks of schools working with new ideas.

Wyoming's one four-year institution of higher education, the University of Wyoming, has a major influence on dissemination of ideas within the state, since most Wyoming educators obtain their required college credits there. The seven community colleges collaborate with the university on dissemination issues.

The State Department of Education (SDE) Instructional Services Division has consultants who travel within the state. One of their prime functions is dissemination of ideas and information.

Through unique multiple funding, the state's Office of Career Education has established widespread adoption of the National Experience-Based Education models. Combinations of funding have included a special vocational education grant, a National Institute of Education (NIE) grant, and the use of the WINS State Facilitator Project. As part of this effort, arrangements have been made to extend the state foundation funding to assist these programs under certain circumstances.

The state's Special Education Program has established a network of 12 Educational Resource Centers which have helped make

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Wyoming a national leader in the implementation of such approaches as multiple staffing, child study committees, and mainstreaming.

The Right to Read program has disseminated several educational models through its leadership development efforts. These efforts have involved close coordination with the State Facilitator Project.

Two school districts have joined with the Wyoming Education Association and the SDE in a special NIE project designed to utilize the results of educational research.

Wyoming has an advisory council for developmental disabilities, an active council for exceptional children, and an association for children with learning disabilities. There is also an energetic citizens' organization for the handicapped, which has been industrious in disseminating information to parents. A Board of Cooperative Services at Kemmerer provides extensive services to school districts in southwestern Wyoming, including workshops and information-sharing.

The Wyoming Personnel and Guidance Association, the Wyoming Association of Teachers of English, and other such professional groups hold annual or semi-annual meetings, and maintain both formal and informal communications with their memberships. The same is true of administrators' groups (the Wyoming Elementary Principals Association and the Wyoming Secondary Principals Association). The Wyoming School Boards Association is similarly structured.

The SDE maintains a complete file of ERIC materials. The State Facilitator Project offers materials on all programs in the NDN for loan to school districts. The Wyoming State Library, located in Cheyenne, participates in inter-library loan networks. The University of Wyoming and the Wyoming State Health Department maintain film libraries. Also, the National Education Association (NEA) Hotline is available statewide. This hotline provides a toll-free number from which information on federally developed teacher inservice packages can be obtained.

The Wyoming SDE Title IV-C Office employs the national Identification/Validation/Dissemination (IVD) process, whereby successful projects are submitted to the USOE for possible presentation to the Joint Dissemination Review Panel. There has been some experimentation with a modified form of this IVD instrument for validation of projects instate. But it has proven to be too complex, and so decisions to disseminate information about local educational practices are made informally.

Dissemination Actors. The entire 49-member SDE professional staff is charged with linking functions. The Wyoming State Facilitator is also so charged.

Coordination and Exchange. Dissemination is facilitated by joint meetings of state university and SDE administrations. The SDE (particularly its Instructional Services Division) and the State Facilitator work closely, though informally. This fall, an effort is being made, under the auspices of the SDE and the State Director of the National School Public Relations Association, to bring together all those responsible for school public information in a statewide workshop.

Client Impact. Very few teachers and about half of Wyoming's school administrators employ the services of the NDN regularly. Half of the administrators and some teachers use the available SDE consultants on a regular basis. The Wyoming Educator and WEA News are generally known about but not widely read.

The Future. The Wyoming State Facilitator Project will continue to provide information, technical assistance, and services designed to install educational ideas. The Wyoming Educator can be expected to continue. Wyoming also foresees the formalization and coordination of dissemination activities over the next few years.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

ARIZONA

Demographic Economic, and School Statistics. Arizona, 32nd in population, is a sparsely populated state, ranking 6th in land area and 42nd in population density. The state's population grew 40.6% between 1966 and 1976. The vast majority of Arizona's population is located in four of its 12 counties. Its public school enrollment ranks 29th in the nation. As of the 1977-78 school year, 49% of the school districts had 30 or fewer teachers, and 2% had between 1,000 and 1,800. The student population ranged from less than 10 to almost 40,000 per district.

Arizona's top revenue-producing industries are manufacturing, mining, agriculture, and tourism, in that order. More than half the nation's total output of copper is mined in Arizona, and irrigation has allowed the state to become a significant producer of a variety of agricultural products. Arizona has the largest U.S Indian population, including 14 tribes and 21 reservations covering 26.6% of its land. Only 18% of Arizona is privately owned.

The state's financial support of education is notably strong in relation to its wealth. Its per capita personal income ranks 33rd among the states, but its per capita governmental expenditure for education places it 12th in overall ranking. An even more impressive figure is that of governmental expenditure for education as a percent of personal income, 7th in the nation. Arizona is 24th among the states in number of school districts, with 230.

Forces for Change. Arizona has many educational "irons in the fire." The state legislature has mandated that every school district have a Continuous Uniform Evaluation System. The State Board of Education has charged that children shall reach a sixth grade proficiency in reading, writing, and computation before receiving an eighth grade certificate; and that high school students shall reach a ninth grade reading proficiency (as determined by the local district) before graduating. Regional citizens' task forces have met to prioritize competencies needed by high school students. The Arizona State Department of Education (SDE) has developed an elementary assessment handbook designed to assist school districts in determining whether or not they are in compliance with state laws. Other significant influences on school improvement are: an increasing concern with "the basics," and growing school finance problems coupled with continued inflation and the public's concern about taxes. For several years, there has been a budget increase limitation, and a new law restricts state spending to a percentage of personal income. It should also be noted that Arizona feels very strongly about local control of education.

Dissemination Programs and Resources. The Arizona State Department of Education stresses services to Arizona's schools. This is evidenced by its increased dissemination activities. As part of the state's career education thrust, there are 16 projects--most of them countywide--that provide a staff of approximately 120 consultants assigned to specific school districts to help teachers find resources and infuse career education into the curriculum. An Educational Information Hotline has been initiated to offer personal assistance to the state's educators in finding answers to their questions. Communication with administrators, board presidents, and legislators has been improved through a weekly news bulletin; members of the Department's management team attend monthly county administrators' meetings. A group of 45 of the Department's professional staff is providing additional services to 80 small school districts in the state. Colleges of education at the three universities are also very active in providing services to local school districts.

Information and product retrieval services are available through most of the educational associations and organizations. In addition, all three universities have ERIC collections. The Arizona State University, the University of Arizona, Pima Community College, Yavapai Community College, and Tuscon Public Libraries also provide computerized retrieval services through Lockheed, System Development Corporation, and/or Bibliographic Retrieval Services. Within the Arizona State University College of Education is a subscription service that provides computerized search services through the San Mateo Educational Resource Center in California. The Arizona State Library and Archives together with the library extension service provide other resources for educators.

The Arizona SDE has an Educational Information Center that provides ERIC searches, an educational library of primarily curriculum and administrative materials, and an Instructional Materials Center for Special Education. Other state and national resources are utilized by the SDE staff to help serve their constituents.

Dissemination Actors. In addition to the SDE staff, the state has various teacher educators, career education consultants, vocational education coordinators, and others who act as linking agents.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Coordination and Exchange. At present, Arizona conducts no inter-agency meetings for the purpose of discussion of dissemination.

Client Impact. No formal procedures have been designed to determine the knowledge and use of the various dissemination services throughout the state. It is estimated that less than one-third of the teachers are aware of the various services, with some taking advantage of them. On the other hand, most of the school administrators (particularly at the district level) are aware of the services. One service, the Educational Information Center within the SDE, keeps extensive statistics on its users and uses a computer program to analyze ERIC searches.

The Future. The SDE is making great strides in dissemination, as is the National Diffusion Network. Coordination of educational resources available in the state is the biggest hurdle facing dissemination efforts in Arizona. The next greatest problem is development of increased awareness of these available resources. Plans for alleviating this problem are in process. Within the next five years, it is hoped that: 1) there will be a statewide communication network for the sharing of the total material and human educational resources available in the state; 2) there will be coordination of major dissemination activities.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. California is the most populous state in the nation. It ranks 1st in public school enrollment and 3rd in number of operating school districts.

The Golden State leads the nation in amount of revenue generated from agriculture and fishing, and ranks high in oil production, lumbering, and manufacturing. Tourism and recreation also play large roles in the state's economy.

California is 7th in terms of per capita personal income, 4th in estimated average teacher salary, and 9th in per capita total expenditures of state and local governments for all education, but 23rd (along with New York) in terms of state and local government expenditures for all education as a percent of personal income.

Forces for Change. California is a heavily urbanized state with most of its largest school districts in the southern end and most of its smallest in the north. Approximately 50% of the districts are in communities with large migrant and rural populations. Many Californians have bilingual backgrounds; in Los Angeles alone, 153 different languages are spoken.

Desegregation and busing are significant issues in the state. Growth of the unions and of collective bargaining, the influence of the film industry on lifestyles and aspirations, declining enrollment and declining test scores, and the high mobility and divorce rate of the population are all substantial forces affecting California education.

Recent legislation will be having extensive impact in the State of California. Proposition 13 will of course limit expenditures. Assembly Bill 65 (the California School Improvement Program) will influence both curriculum and organization in some schools, and will restructure school finance; it also provides for competency-based graduation requirements. National mandates for special education (PL 94-142) and state mandates in special education (AB 1250), bilingual education (AB 1329), basic skills (ESEA Title I legislation), and other areas will also affect programs. The Master Plan for Special Education has organized programs and created new mandates. California Assembly Bill 551 has established 12 new teacher centers in the state.

State Board priorities in such areas as school improvement, special education, and bilingual/migrant education will influence district programs. The California High School Proficiency Examination, available to pupils at age 16, will have an effect on high school enrollment; depending on their test results, students may immediately leave secondary school for college or the job market.

In addition to school improvement programs funded through Assembly Bill 65, programs associated with ESEA Title IV-C, the National Diffusion Network (NDN), and the Capacity Building Project offer incentives for educational improvement.

Dissemination Programs and Resources. In California, special education, migrant education, the Evaluation Improvement Project (EIP), and the Capacity Building Project are major programs that conduct their own dissemination. The Vocational Educational Resources Information Center (VERIC) dispenses information in its special interest area. The NDN and Title IV-C jointly conduct traveling awareness seminars.

The State Department of Education's (SDE) Office of Information has its local education agency counterpart in public information services. The Association of California School Administrators (ACSA), the California Teachers Association (CTA), the California School Boards Association, the State Steering Committee for Curriculum Development and Publications (representing all county superintendents' offices), the PTA, the California Reading Association, the Coalition (a conglomerate of 18 groups including the League of Women Voters), the California Curriculum Correlating Council (CCCC), and the Education Congress all play important roles in California dissemination.

The Industry Education Council of California (IECC) is a nonprofit organization composed of members from business, industry, labor, government, and education. Its primary purpose is to assist and improve career and economic education for California students.

Right to Read presents staff inservice training with a focus on improving reading instruction. The California Demonstration Programs in Reading and Math are designed to develop, evaluate, and disseminate curriculum materials and teaching strategies. The Teacher Corps is a statewide system of inservice teacher training programs. The Bay Area Bilingual Education League (BABEL) provides teacher training to improve the quality of instruction reaching limited English-speaking students, and maintains a large library of instructional materials and a materials development center in Berkeley. There is a Dissemination and Assessment Center in Los Angeles, with training

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

centers at Fullerton and at Sacramento State College. The California Writing Project maintains an inservice training program for teachers of writing.

The California Staff Development Network/Network for School Improvement is a single statewide organization that has been divided into two groups. The Staff Development Network is comprised of special centers and resource persons that provide support services to local schools; the Network for School Improvement is made up of the school site people themselves. The Networks have been created to promote comprehensive, effective school improvement and staff development programs in public schools. Through the Networks, participants from a wide range of organizations and institutions are offered the opportunity to exchange information and examine important research findings through leadership meetings, research seminars, workshops, and training series. The Networks also publish resource and training handbooks.

The California Curriculum Alliance (now about 1-1/2 years old) is an important new group seeking to influence comprehensive curricular planning. The Alliance is presently developing dissemination plans.

California's two regional educational laboratories, Southwest Regional Laboratory (SWRL) and Far West Laboratory (FWL), as well as Northwest Regional Education Laboratory (NWREL) located in Portland, provide a multitude of dissemination-related services to the state. FWL's Regional Services Program has published a Directory of California Dissemination Projects.

San Mateo Education Resources Center (SMERC) provides computerized information search services, encompassing the resources of ERIC, DIALOG, FIDO (an inhouse resource collection), and other materials. LANCERS, located in the Los Angeles County Superintendent's Office, has services similar to those of SMERC. Project ACCESS offers like services in Contra Costa County. San Diego's information service is its Instructional Resource Center. The Bureau of Publications of the State Department of Education (SDE) will provide statistical information on school finance, enrollment, demographics, curriculum materials, etc. The National Information Center for Special Education Materials (NICSEM) offers off-line computer searches for special education information. The National Information Center for Educational Media also offers computerized services. Title IV-C Regional Facilitators and the state library system will also carry out information retrieval, as will Title VII resource centers (BABEL and the DACs at L.A., Fullerton, and Sacramento State College).

Title IV-C has a validation process that has been in operation for eight years. The Demonstration Programs in Reading and Math are a result of a six-year-old validation system for junior high programs. Right to Read, the Teacher Corps, and the Individually Guided Education (IGE) schools have their own validation processes.

Dissemination Actors. Within the SDE, the Evaluation Improvement Program, Special Education, the State Capacity Building Project, and Title IV-C all have linkers, and field consultants in elementary and secondary education also perform linking functions. The NDN, Far West Laboratory, The Regional Occupation Centers, Right to Read, SMERC, the bilingual resource centers, the desegregation assistance centers, and professional organizations such as the CTA and ACSA all have linking agents. Many county offices of education also regularly perform linking functions.

Coordination and Exchange. Staff members from a variety of dissemination projects in California as well as representatives from SWRL, FWL, SMERC, the SDE, and the Teacher Corps met for a dissemination conference at Far West Laboratory. SDE public information officers meet regularly with county and district public information officers to discuss information issues and are briefed by SDE administrators on major SDE programs. The State Department of Education's Office of Information also sends out news releases to the press, radio, TV, and such groups as the PTA, ACSA, and CTA.

Client Impact. About half of the school administrators but only some of the teachers in California are aware of the services available to them through the NDN, SMERC, Title IV-C, Right to Read, and the Reading and Math Demonstration Programs; very few are regularly employing these services.

The Future. California anticipates improved coordination and communication among all disseminating agencies, and perhaps development of a Master Plan for dissemination.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

HAWAII

Demographic, Economic, and School Statistics. One of the smallest (47th) and most densely populated states (16th), Hawaii has only one school district. Tourism is the leading source of income. The chief products of the island chain are cane sugar and pineapples. Although Hawaii ranks high among the states in per capita personal income (8th), and very high in estimated average teacher salary (3rd), its overall expenditure for education as a percent of personal income is comparatively low (6.9%, ranked with Texas at 33rd in the nation). This low rate of expenditure is possibly accounted for in part by maintaining only one school district.

Forces for Change. Historically, Hawaii's people have placed great faith in education. This is due in large measure to a desire on the part of immigrant plantation workers to provide for their children's social advancement. This faith is manifested by strong legislative interest in education, a vigorous role played in education by Hawaii's Governors, a solid private school system, and a one-state public school system.

Annual meetings are conducted between the State Superintendent and members of the State Board of Education (BOE) to determine priorities for the year. The chief priorities for 1978-79 include emphasizing basic education, stressing the principal's role in the improvement of education, and sharing exemplary programs.

Dissemination Programs and Resources. The Hawaii Educational Dissemination Diffusion System (currently being developed through a Capacity Building grant from the National Institute of Education) will provide a coordinated system able to serve educational practitioners, the BOE, legislators, and the governor's staff. The system is being developed to serve "natural linkers" (such as state and district curriculum specialists) as well as educational practitioners who contact linkers directly. It will provide services to agencies outside of the State Department of Education (SDE), such as legislators' staffs and public libraries. The system merges dissemination and diffusion activities by appointing a common director for both; coordination has been further enhanced by placing the project in the Office of the Superintendent in a one-state school system. The Hawaii Educational Dissemination Diffusion System is guided by an advisory group. Non-SDE agencies included in this group are: The University of Hawaii Library System, The Legislative Reference Bureau Library, the Hawaii Institute for Management and Analysis for Government, and the Hawaii Association of Independent Schools.

The Dissemination Diffusion System uses a mini-computer on-line with Lockheed. Back-up services are provided through contractual arrangements with the San Mateo Educational Resources Center.

The Hawaii English Program and the Secondary English Program are also among the notable dissemination efforts in Hawaii. The programs currently comprise 50% of the language arts programs in the schools.

Hawaii has recently implemented information and dissemination services that identify and describe exemplary programs in the state.

Dissemination Actors. The Hawaii Educational Dissemination Diffusion System has identified four linkers. They are located in the Planning Services Section in the Office of the Superintendent.

Coordination and Exchange. Representatives of the following agencies meet monthly to discuss dissemination issues: the Department of Curriculum and Instruction and the Curriculum Research and Development Group of the University of Hawaii, and the university library; the Hawaii State Teachers Association; the Compensatory and Support Services Branch, Occupational Development Section, Curriculum Materials and Services Development Section, and Bilingual/Bicultural Project of the State Department of Education (SDE) Office of Instructional Services; the Kauai District Office, Hawaii District Office, the Office of Library Services, and Public Relations Branch of the SDE; the Washington Intermediate School, Molokai High and Intermediate School, and Kamehameha Schools (private); the Legislative Reference Bureau of the State Legislature; the State Department of Budget and Finance; and the Hawaii Newspaper Agency.

Client Impact. The Hawaii Educational Dissemination Diffusion System has been in operation since June, 1978. An increasing number of teachers and administrators are becoming aware of the system. Awareness-building activities have been undertaken, such as news articles and briefings within the SDE.

The Future. Over the next five years, Hawaii expects to make computerized and manually accessed files available to educational practitioners; to develop state files on promising practices; to provide linkers between resources and practitioners; and to train natural linkers (curriculum specialists and librarians). The state also hopes to develop linker-transformed materials.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

MARIANA ISLANDS

Demographic, Economic, and School Statistics. The Commonwealth of the Northern Mariana Islands is located about 1,400 miles SSE of Japan and is comprised of the islands of Saipan, Rota, Tinian, and the Northern Islands. With a total population of 14,000 and a total land area of 184 square miles, the population density is 76 persons per square mile. The Commonwealth is part of the United States Territory of the Pacific Islands, administered as a trusteeship from the United Nations since 1947. The economy is largely self-sufficient with income from agriculture, copra, and services to military bases.

The sixteen public elementary and secondary schools are administered as a single district which employes 225 teachers to serve a student population of 4,300. Government educational expenditure is $230. per elementary student and $498. per secondary student.

Forces for Change. The Commonwealth of the Northern Mariana Islands became fully entitled to federal funds only as of January 1, 1978. Pending legislative and executive proceedings, acting state educational agencies have been established. A mandatory Board of Education has been included in the new constitution, but as yet has neither been appointed nor approved. Owing to these transitional conditions, requirements and incentives for educational improvement have not yet been established.

An Americanized educational system has been introduced in these islands over the last 20 years. Most parents still lack an understanding of the system, and so tend not to become involved with it. Indigenous peoples are employed as teachers whenever possible. Possession of a high school diploma is the present minimum teaching qualification; as more persons attain the baccalaureate, the minimum requirement will be correspondingly raised.

Salaries are very low generally within the Commonwealth; this factor will probably create a tendency among teachers and other qualified personnel to seek employment elsewhere.

Dissemination Programs and Resources. Although national dissemination and production centers are beginning to be used, the Commonwealth Department of Education (DOE) is the only agency responsible for and actively involved in dissemination activities in the islands. And since the department is in the early stages of its development, very few such activities are operating; most are local, except as required by federal regulations. No formal system for dissemination has yet been established.

Forerunner in the Commonwealth's dissemination activities is the Bilingual Education Program. The Bilingual Advisory Council is also a valuable disseminating body. The majority of entering elementary students are non-English speakers whose native tongue is either Chamorro or Carolinian. Since both of these have only recently become organized written languages, most dissemination to the community must be conducted over radio or television. Also, since the Commonwealth is so small, much of its dissemination occurs by word of mouth.

The Commonwealth has no general formalized process for identifying and validating educational practices, although one may be developed in the future. At present, each project or program devises evaluative models and practices of its own for use in determining its effectiveness; base data is now being accumulated in this manner.

Dissemination Actors. There are approximately 15 Area Specialists or Coordinators within the DOE charged with linking functions. They are located in a central education office, but spend at least a third of their time out in the schools.

Coordination and Exchange. The Commonwealth conducts information-sharing activities with the University of Guam, the Guam DOE, the Micronesia Occupational Center, the Community College of Micronesia, the Trust Territory DOE, San Jose State University in California, the Oregon College of Education at Monmouth, and other universities. Information thus acquired is disseminated to appropriate local schools, groups, or individuals through memoranda, meetings, and workshops.

Client Impact. Monthly meetings are used to keep all school administrators abreast of available dissemination services; they in turn inform teachers. About 50% of the teachers actually do become aware of services via this route; approximately 15% use them regularly.

The Future. By forming stronger connections with national activities such as ERIC and the National Diffusion Network, the Commonwealth hopes to establish and make ongoing formalized dissemination and information-gathering services.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Idaho is a lightly populated state, ranking 11th in land area, 41st in size of population, and 44th in population per square mile. Its rankings in terms of public school enrollment and number of operating school districts are 39th and 37th, respectively.

Mining, lumbering, and irrigation farming have for years been important factors in the economy of Idaho. More than one-third of the nation's silver is mined in the state. In addition, manufacturing is steadily increasing, and tourism now generates more revenue than does mining.

Idaho's per capita personal income of $5,640 ranks 36th in the nation and its per capita governmental expenditure for education ranks 34th, but this level of expenditure as a percent of personal income ranks 25th (tied with Tennessee). Idaho's estimated average public school teacher salary is 39th among the states.

Forces for Change. Idaho has conducted an intensive needs assessment program under the direction of the Instructional Service Bureau. Eighty-two of 115 districts have completed needs assessments. The department is now piloting proficiency testing of basic subjects (reading, writing, math, spelling for life skills). At this time, the only incentives are provided through federal programs.

Other forces significantly influencing educational dissemination in Idaho include National Diffusion Network (NDN) Facilitation, Title IV-C activities, State Capacity Building, Title IX, Special Education, Title I, and the Talent Bank.

Dissemination Programs and Resources. Key dissemination activities in the state of Idaho include: the Capacity Building Project; Project VISIT (Visits to Innovative Schools for Interested Teachers); the Talent Bank; Title IV-C; and the Northwest Reading Consortium (R&D Utilization Program).

The Capacity Building Project's two main objectives are to establish three regional centers with the capability of conducting computer searches of ERIC and to train contact persons in individual school buildings to better assist in the acquisition and use of ERIC information.

VISIT was created to encourage educators in Idaho to directly observe educational practices within the state by reimbursing individuals for the costs of such visits. Visits by teams are given preference, but any elementary or secondary teacher, administrator or school trustee in Idaho may apply.

The Talent Bank is a listing of teachers and professional persons (screened by the Idaho State Department of Education) who are able to help local education agencies and teachers improve their methods and materials. The selection of these consultants is an ongoing process. Selection is made following formal application; an annual review is conducted to determine each consultant's interests and effectiveness.

Title IV-C grants are being awarded in Idaho in two categories: adoption/adaption of nationally validated projects and Title IV-C projects that have been state commended or validated.

The R&D Utilization Program (RDUP) of the NIE funds the four-state Northwest Reading Consortium, of which Idaho is a part. The project helps schools identify and implement R&D-based reading programs and is developing a knowledge base of reading programs and research that can be "matched" to locally identified needs.

Information/product retrieval services are available at three centers and the State Department of Education (SDE). The centers are located in the libraries at the University of Idaho, Boise State University, and the Idaho State University Department of Education. These centers provide DIALOG searches; each has one person and one terminal. The SDE has terminal access and the ERIC microfiche collection. Idaho State University also has the microfiche collection.

Formalized validation practices in Idaho include the usual JDRP Title IV-C processes, NDN linkages, and Title IV-C adoption/adaption grants.

Dissemination Actors. There are persons active in dissemination linkage at these agencies in Idaho (among others): the SDE, the State Facilitator's Office, Title IV, RDUP, the Capacity Building Project, and Right to Read. Instructional Service Curriculum Area personnel also perform linking functions, as do the three terminal operators at the three universities (retrieval sections).

Coordination and Exchange. Group discussions of dissemination issues do not presently exist on a significant scale in Idaho. The state libraries have recently shown an interest in improving this situation, and some weekly meetings are being held. Vocational

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

education will be brought into more activity in the current year, 1978-79.

Client Impact. Nearly all teachers and administrators are aware of the Right to Read program, and about half regularly use it. Nearly all teachers and administrators are aware of the VISIT program, and some use it regularly. Some teachers and administrators are aware of and regularly use the State Facilitator. Most teachers and administrators are aware of ERIC; some teachers use it regularly, fewer administrators do. Very few teachers or administrators are aware of or use the RDUP.

The Future. Dissemination efforts in Idaho could be facilitated by increased dissemination coordination within the State Department of Education. Dissemination activities are presently too informal; a meeting is needed to discuss only dissemination problems and coordination.

Hopefully, within five years informational services will be in place that will provide searches, technical assistance, and resources for the purpose of solving identified problems, satisfying needs of individuals or school districts, and better coordinating dissemination activities.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Oregon ranks 10th in land area and 30th in size of population (placing it 40th in population density). Its public school enrollment ranks 31st in the nation and its number of operating school districts ranks 18th.

Oregon has the nation's greatest reserve of standing timber, a billion-dollar wood processing industry, and one of the world's largest salmon-fishing industries. The state is agriculturally diverse, and is rapidly developing a manufacturing base. Oregon is the source of all the nickel produced in the U.S.

Oregon's per capita personal income ranks 22nd among the states. The state is 6th in per capita governmental expenditure for education, and 9th (tied with South Dakota) in terms of this expenditure as a percent of personal income. Oregon stands 20th in estimated average public school teacher salary.

Forces for Change. The Pilot State Dissemination Program, which operated in Oregon from 1969-1973, did much to establish the credibility of dissemination concepts in the state. Thanks to this program, those elements essential to dissemination were institutionalized within the state agency.

The Northwest Regional Education Laboratory (NWREL), located in Portland, has contributed significantly to state dissemination efforts over the years, with such services as linker training and dissemination support.

The Oregon State Board of Education has adopted new minimum standards for elementary and secondary schools, directing districts to implement goal-based planning, new graduation requirements, and competency-based programs.

Dissemination Programs and Resources. The state's present Capacity Building Grant has expanded existing dissemination services and activities, and has facilitated the initiation of a statewide network of communication between local education agencies (LEAs) and the Department of Education (DOE). Dissemination activities of the Center for Program Coordination are coordinated with activities of specialists in selected DOE programs including: Right to Read, Career/Vocational Education Resources Services, Able and Gifted, Equal Opportunity professional development, special education, and energy education programs.

Several agencies outside the DOE also figure significantly in Oregon's dissemination activities. The Education Service Districts (ESDs) are intermediate units providing direct services to LEAs; some linkage coordination functions are also in the process of being established at selected ESDs. The Center for Educational Policy and Management is located on the University of Oregon campus; and a Teacher Center is being formed to serve the Springfield, Bethel, and Eugene districts.

Under its Capacity Building Program, the Oregon Department of Education (DOE) offers DIALOG searches; access to human resources, state programs, and exemplary programs; curriculum documents, guides, and selected information packages; and reference to other centers. Oregon State University also has DIALOG search capabilities, as does the State Library. The University of Oregon houses the ERIC Clearinghouse on Educational Management; and the Lane ESD also has ERIC. The Multnomah ESD provides access to the exemplary programs of the National Diffusion Network (NDN) and offers the services of the San Mateo Educational Resource Center (SMERC). The Jackson ESD and the Portland Public School District also offer SMERC.

Under Title IV-C, Oregon has had its own validation process in operation for the past five years. Key characteristics for project validation are: replicability, student impact, cost effectiveness, and the addressing of DOE priorities. Various NWREL programs (e.g., the Center for Applied Testing, the Competency-Based Education Program, and the Regional Exchange Program) contribute information and services to validation processes.

Dissemination Actors. From 30 to 100 persons in the state of Oregon have been designated as linkers. They function in the areas of general resource linkage, Right to Read, the NDN, special education, career/vocational education, and Research and Development Utilization, and are located at all state levels (LEAs, ESDs, and the DOE).

Coordination and Exchange. Oregon is a member of the Regional Exchange Advisory Committee, made up of representatives of DOEs from six states. The committee meets four to six times annually. The exchange program is coordinated by NWREL.

Ad hoc committees and task forces composed of representatives from interested agencies and institutions are formed to develop dissemination programs to meet educational needs.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Client Impact. Teachers and school administrators are becoming aware of Oregon's Capacity Building Program, and are beginning to use its services with increasing frequency. Many know about the National Diffusion Network.

The Future. Unfortunately, the number of staff persons who can be devoted to dissemination activities at the state level is limited. However, in approximately five years, Oregon expects to have in place a decentralized communication network capable of matching resources with local needs. The comprehensive resource bases, linkage functions, and management will be coordinated among LEAs, ESDs, and the DOE.

Currently, the state of Oregon is involved in planning a regional configuration for dissemination; key actors include the Region X Office of Education, the Regional Exchange, the State Capacity Building Project, NWREL, LEAs, ESDs, and other agencies.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

Demographic, Economic, and School Statistics. Washington ranks 22nd in size of population, 21st in size of public school enrollment, 22nd in number of operating school districts, and 29th in population density.

Washington is among the national leaders in lumber production. The state also produces wheat and is a leader in apples. The Columbia River contains one-third of the potential water in America, and the resulting abundance of electrical power allows Washington to be the nation's largest producer of refined aluminum, as well as of many other manufactured products. The Hartford atomic works at Richland is fast becoming a world center for nuclear research.

Washington's per capita personal income ranks 12th in the nation, its per capita governmental expenditure for education ranks 15th, and this expenditure as a percentage of personal income ranks 18th (tied with Iowa). The states estimated average public school teacher salary ranks 6th.

Forces for Change. Significant mandates affecting educational dissemination in the state of Washington include: a recommendation from the Title IV-C Advisory Board encouraging schools to adopt and adapt programs rather than invent them; the Basic Education Law; the implementation of PL 94-142; and the statewide testing program.

Non-legislative forces for change in Washington include the growing strength of teacher unions, the evolution of Educational Service Districts and their changing responsibilities, and the progressive, pioneer attitude of the state government. Washington's early emphasis on such areas as environmental education, energy conservation, basic skills, and education for the handicapped, as well as the negative influence of the state's regressive tax structure, must also be considered significant forces for educational change.

Dissemination Programs and Resources. Among the dissemination activities in the state of Washington are those associated with Title IV, Title I, Follow Through Bilingual and Migrant, Special Education, and the National Diffusion Network (NDN). The NDN State Facilitator is located in an LEA.

Other dissemination programs and resources include those of: the bilingual preschool migrant program (EEN-community preschool); the Downs syndrome program at the University of Washington; the HOSTS program (Helping One Student To Succeed) in Vancouver; the Practitioners' Committees Workshop, jointly sponsored by the Superintendent of Public Instruction, the State Curriculum Association, and the State Principals' Association; Project Home Base in Yakima; the Model Classrooms project in Moses Lake; and the Northwest Regional Educational Laboratory (NWREL). There are others which are included in Educational Programs That Work, published by the Office of Education.

Dissemination is also carried out by the Educational Service Districts (ESDs) which provide technical assistance for curriculum and staff development. Inservice training provided by ESDs is often tailor-made, with colleges and universities as partners. Seattle University has developed a process for training teacher aides for specific roles, on-the-job through television. Five educational television stations cover the state.

Information/product retrieval services available include two different ERIC collections at the University of Washington, plus one each at ESD 121, and the State Department of Education (SDE). Various state departments and ESDs have professional library resources available. Other resource facilities are available through: NWREL, the State Library, Title IV-C, and Right To Read. ESDs offer non-print staff development materials, resource information files (local and regional), and collections of materials for handicapped children.

Formalized validation processes include those of: Titles I and IV-C; the Northwest Reading Consortium (limited to three school districts); the State Facilitator; and the Division of Special Services within the SDE. Informal working agreements exist between these agencies. There is also a Washington State validation process.

Dissemination Actors. Linking functions are carried out by the following: 1) the State Facilitator Programs, located in central Washington with an office in the western portion of the state; 2) Northwest Reading Consortium; and 3) many persons in the State Department of Education.

Coordination and Exchange. Communication among various dissemination agencies is informal.

Client Impact. Very few teachers and administrators are aware of or use the NW Reading Consortium. Some teachers are aware of and use practices developed by Follow Through. About half the administrators are aware of

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.

it. Some teachers are aware of ERIC and such programs as Title IV-C and the Practitioners' Committees Workshop (PCW), but very few make use of any of these resources. One fifth of the districts apply to participate in PCW workshops each year. Some school administrators are aware of and regularly make use of the State Facilitator. Over 700 educators have requested to be on the State Facilitator's mailing list. Nearly all school administrators are aware of ERIC, Title IV-C, and the Practitioners' Committees Workshop, and some make regular use of them.

The Future. What is most needed in Washington is the employment of a State Plan for Dissemination, with particular attention given to the coordination and implementation of the various phases of the plan. Over the next five years, Washington expects to have such a plan in operation--a "living plan" that will adjust to the state's changing needs.

This summary contains highlights of a discussion among 1978 Dissemination Forum participants. It is not an official or comprehensive description of dissemination activities in this state.